



# **SPECIAL EDUCATION PLAN 2024-2025**

**Dufferin-Peel Catholic  
District School Board**



For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm,  
to give you a future with hope. ~Jeremiah 29:11

# Table of Contents

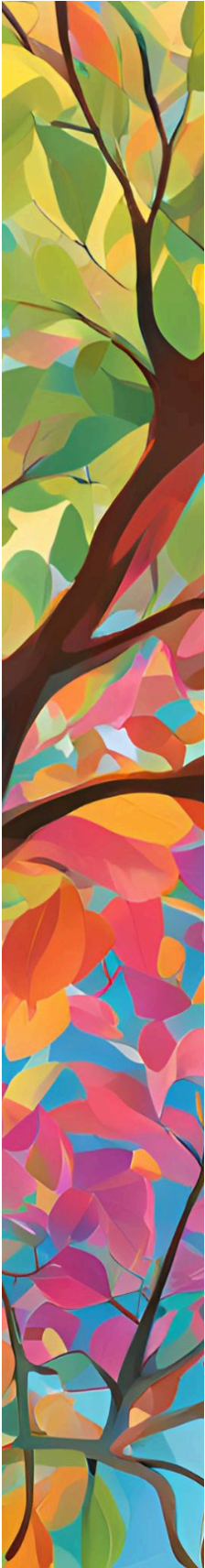
<b>Table of Contents</b>	<b>1</b>
<b>Vision Statement</b>	<b>6</b>
<b>Mission Statement</b>	<b>6</b>
<b>Multi-Year Strategic Plan Values</b>	<b>6</b>
<b>The Board's Consultation Process</b>	<b>8</b>
<b>SEAC Special Education Plan Consultation 2024-25: At-A-Glance</b>	<b>8</b>
<b>The Board's General Model for Special Education</b>	<b>12</b>
<b>Roles and Responsibilities</b>	<b>15</b>
The Ministry of Education:	15
The School Board:	15
The Special Education Advisory Committee (SEAC):	16
The School Principal:	16
The Teacher:	17
The Special Education Teacher:	17
The Early Childhood Educator:	18
The Parent/Guardian:	18
The Student:	18
Additional Roles	19
Support Services Personnel:	19
Multidisciplinary Team (MDT):	19
Transition Navigator (TN):	19
<b>Transition Navigator Annual Action Plan</b>	<b>21</b>
<b>Early Identification Procedures and Intervention Strategies</b>	<b>26</b>
Guiding Philosophy	26
Teacher's Role in Early Identification	26
Parent/Guardian Role in Early Identification	26
Early Identification of Learning Abilities and Needs	27
Early Screening Tool	27
Entry Planning Process	27
Early Identification of Learning Needs	28
Early Intervention Strategies	28
Responsive and Inclusive Support Model	29

Policies and Procedures Regarding Assessment	29
Referral Process	30
IPRC Referral Process	30
<b>The Identification, Placement and Review Committee (IPRC) Process and Appeals</b>	<b>32</b>
<b>Educational and Other Assessments</b>	<b>35</b>
<b>Specialized Health Support Services in School Settings</b>	<b>39</b>
<b>Categories and Definitions of Exceptionalities</b>	<b>42</b>
Behaviour	43
Behaviour:	43
Communication	43
Autism:	43
Deaf and Hard of Hearing:	43
Language Impairment:	43
Speech Impairment:	44
Learning Disability:	44
Intellectual	45
Giftedness:	45
Mild Intellectual Disability:	45
Developmental Disability:	45
Physical	45
Physical Disability:	45
Blind and Low Vision:	45
Multiple	46
Multiple Exceptionalities:	46
<b>Special Education Placements Provided by the Board</b>	<b>48</b>
Special Education Program Name Changes	50
Special Education Placements:	51
Annual IPRC Reviews	56
Alternative to Range of Placements	56
<b>Individual Education Plan (IEP)</b>	<b>58</b>
An Individual Education Plan (IEP) is:	58
An Individual Education Plan (IEP) is not:	59
Consultation with Parent/Guardian	60
Dispute Resolution	61

<b>Provincial and Demonstration Schools In Ontario</b>	<b>63</b>
Programming	63
School Facilities and Calendar	63
<b>Student Lodging Program</b>	<b>64</b>
Transportation To Provincial and Demonstration Schools	64
Professional Development Workshops for Educators	65
<b>Special Education Staff</b>	<b>67</b>
Elementary Panel:	67
Secondary Panel:	67
Elementary and Secondary Panels:	67
<b>Staff Development</b>	<b>70</b>
Dufferin-Peel Catholic District School Board's Overall Goal Of The Special Education Staff Development Plan:	70
Staff Input Of Plan:	70
Special Education Advisory Committee (SEAC) Consultation:	70
Methods of Determining Staff Development Priorities:	70
Types of Professional Development Offered:	70
Legislation and Ministry Policy On Special Education Training - New to the Role of Special Education PD:	71
<b>Equipment</b>	<b>74</b>
Formula Component	74
Claims-Based Component	74
Digital Learning Technologies	74
<b>Accessibility of School Buildings</b>	<b>77</b>
How Members of the Public Can Obtain a Copy of Capital Expenditure Plan	77
Summary of the Board's Progress To Implement Capital Expenditure Plan	78
Facility Renewal	78
Capital Expenditure-Accessibility Improvements	78
Accessibility and Accommodation Projects	79
Site Accessibility Reviews	79
Lifting Devices	84
Lifting Devices Continued	85
Exterior Doors	86
<b>Transportation</b>	<b>88</b>



<b>The Board’s Special Education Advisory Committee</b>	<b>91</b>
Membership and Directory	91
<b>Coordination of Services with Other Ministries or Agencies</b>	<b>95</b>
Specialty Preschool Programs	95
Preschool Programs for Students Who Are Deaf or Blind	95
Preschool Speech and Language Programs	95
Preschool Programs	96
Support for Students with Autism	96
Entry to School Program	96
<b>Submission and Availability of School Board Plans</b>	<b>99</b>
<b>SPECIAL EDUCATION PLAN APPENDICES</b>	<b>100</b>
APPENDIX B-1: Specialized Health Support Services	102
APPENDIX B-2: Individual Education Plan Example	108
APPENDIX B-3: Special Education Staff	117
Elementary Panel	117
Secondary Panel	117
APPENDIX B-4: Ministry of Education Regional Offices	121



# INTRODUCTION

“For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope.”

Jeremiah 29:11

## Vision Statement

Changing the world through Catholic education.

## Mission Statement

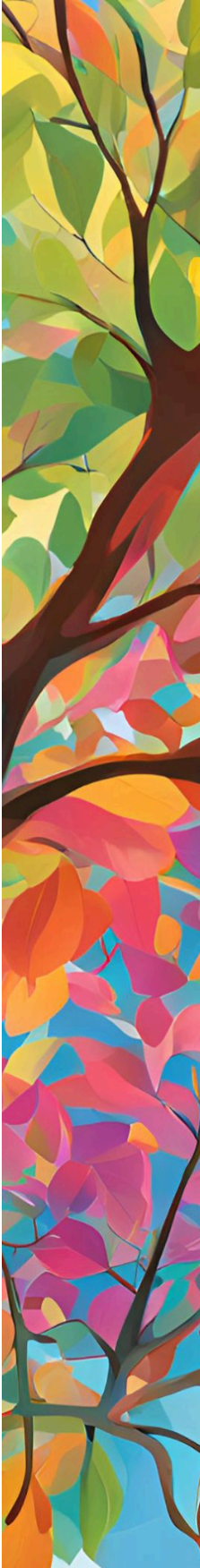
Disciples of Christ, nurturing mind, body, and soul to the fullness of life.

## Multi-Year Strategic Plan Values

The Multi-Year Strategic Plan (MYSP) is guided by five values: Believe, Excel, Respect, Thrive and Trust. These Values reflect the Dufferin-Peel Catholic District School Board's core commitment to Catholic education.



Additional information can be located on the [DPCDSB's Multi-Year Strategic Plan outline](#).



# THE BOARD'S CONSULTATION PROCESS

## The Board's Consultation Process

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Dufferin-Peel Catholic District School Board's Special Education Advisory Committee (SEAC) provides consultation and feedback on the Special Education Plan on an ongoing basis. Each month, the SEAC agenda is created and shared with all members of SEAC. Agenda items are often suggested by SEAC members. Consultation time is provided within each meeting to address the required components. Feedback is collected on an ongoing basis, including during the meetings, through hard copies and electronically via email and surveys.

Minutes of the monthly SEAC meetings are distributed electronically to members and posted on the board website, so a parent/guardian and members of the public are able to review them. Individuals may make their views on various topics relevant to Special Education known by attending a SEAC meeting, submitting written feedback through the board's social media platforms, or communicating with the Special Education and Learning Services Department's administrative assistant.

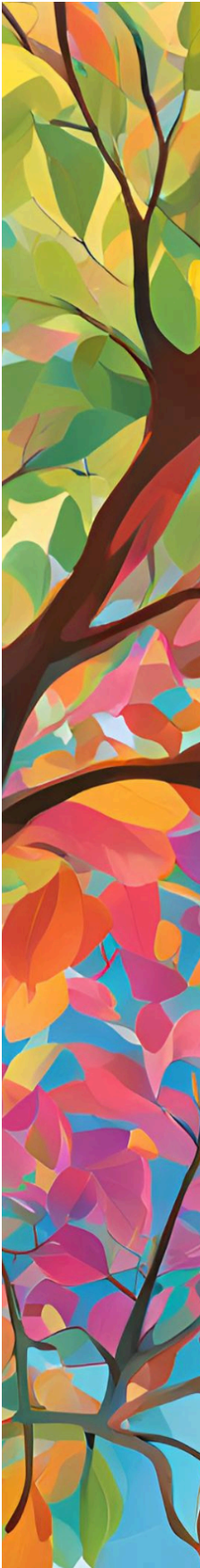
In January of each year, SEAC members are provided with a link to the current Special Education Plan and members are invited to share their feedback via a survey link. Feedback is then collated, reviewed by the Special Education Department and the final revisions of the plan are shared with SEAC members annually in the Spring.

<b>SEAC Special Education Plan Consultation 2024-25: At-A-Glance</b>		
<b>MONTH</b>	<b>SEAC: Staff Presentation/Consultation</b>	<b>CBILC 2023-2027 Alignment</b>
<b>SEPTEMBER</b>	Presentation: Summer Program Updates	All core principles and goals as appropriate
	Presentation: Parent Reaching Out Grant Updates	All core principles and goals as appropriate
	Consultation: Uplifting Significant Dates	All core principles and goals as appropriate
<b>OCTOBER</b>	Presentation: Special Education Program Names	All core principles and goals as appropriate

	Presentation: Cooperative Education Opportunities for Students with Differing Abilities	All core principles and goals as appropriate
	Presentation: Parent Reaching Out Grant: Update, Sacramento Preparation and Navigating the IEP	All core principles and goals as appropriate
<b>NOVEMBER</b>	Presentation: Financial Presentation	All core principles and goals as appropriate
	Presentation: Special Education Plan Timeline	All core principles and goals as appropriate
	Presentation: Parent Event Update - Entry Planning for Students with Differing Abilities	All core principles and goals as appropriate
<b>DECEMBER</b>	Advent Mass	All core principles and goals as appropriate
	Presentation: Gifted Information Event Update	All core principles and goals as appropriate
<b>JANUARY</b>	Presentation: SEAC Handbook	All core principles and goals as appropriate
	Presentation: ErinOakKids Presentation	All core principles and goals as appropriate
	Presentation: Special Education Review Update	All core principles and goals as appropriate
	Presentation: Entry Planning and Transition for Students with Differing Abilities Information Session	All core principles and goals as appropriate
	Presentation: Special Education Highlights	All core principles and goals as appropriate
	Consultation: Terms of Reference	All core principles and goals as appropriate
	Election of Chair and Vice-Chair	All core principles and goals as appropriate
<b>FEBRUARY</b>	Presentation: Psychology Month	All core principles and goals as appropriate
	Presentation: Project SEARCH	All core principles and goals as appropriate

	Presentation: Parent Reaching Out Grant: Community Supports and Services	All core principles and goals as appropriate
<b>MARCH</b>	Presentation: Social Work Month	All core principles and goals as appropriate
	Presentation: Itinerant Teachers	All core principles and goals as appropriate
	Presentation: Skills Competition	All core principles and goals as appropriate
	Presentation: Upcoming Parent Reaching Out Grant Event	All core principles and goals as appropriate
<b>APRIL</b>	Presentation: Financial Services	All core principles and goals as appropriate
	Presentation: Child and Youth Care Practitioners	All core principles and goals as appropriate
	Presentation: Updates on Parent Reaching Out Grant Events	All core principles and goals as appropriate
<b>MAY</b>	Presentation: Speech and Hearing Month	All core principles and goals as appropriate
	Presentation: Special Education Plan Review	All core principles and goals as appropriate
	Presentation: Update on Parent Reaching Out Grant Event	All core principles and goals as appropriate
	Staff Report: Response to Crisis in the Classroom Report	All core principles and goals as appropriate
<b>JUNE</b>	Year End Liturgy	All core principles and goals as appropriate
	Presentation: Program Updates	All core principles and goals as appropriate
	Presentation: Bakery School 2025-26	All core principles and goals as appropriate
	Presentation: Update on Parent Reaching Out Grant Event	All core principles and goals as appropriate





# THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

## The Board's General Model for Special Education

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In accordance with our shared belief and understanding, the Dufferin-Peel Catholic District School Board fosters the continuous development of all through a caring, safe and inclusive environment. Guided by the principles within the Ministry of Education's document [Learning for All, 2013](#), we recognize that "fairness is not sameness" and that each student is unique. We are called to affirm our Catholic Faith in word and action and in all that we do. Success for all students is promoted through a cycle of continuous assessment for learning.

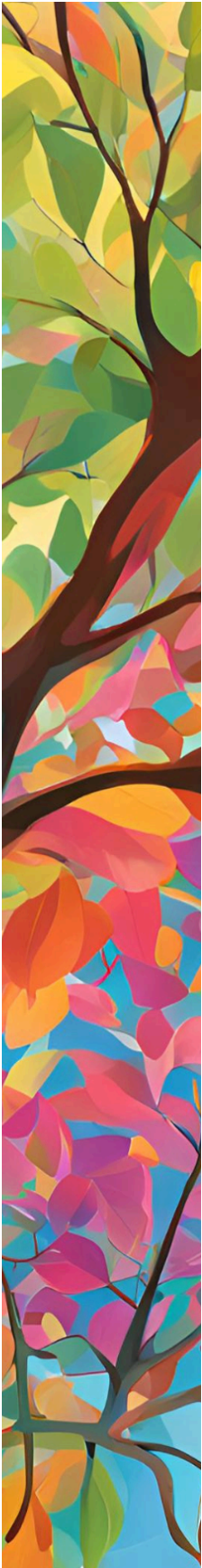
The Dufferin-Peel Catholic District School Board Model for Special Education is guided by and in compliance with the following:

- The Canadian Charter of Rights and Freedoms
- The Ontario Human Rights Code
- The Education Act
- [Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide 2017](#)
- [Multi-Year Strategic Plan 2023-2027](#)
- [The Ontario Catholic School Graduate Expectations](#)

In accordance with Regulation 298 S. 31 of the Education Act, the Dufferin-Peel Catholic District School Board provides a spectrum of services for all students. The Board offers a range of placement options from Kindergarten to age 21 for students with diverse learning needs. In most cases, students who are identified as exceptional are placed in a regular class through the Identification, Placement and Review Committee (IPRC) process. In some cases, it may be appropriate for the student to be placed in a special education class or program. The Dufferin-Peel Catholic District School Board offers classes and programs at both the Family of Schools and Board levels that reflect a holistic approach to supporting the student.

The Special Education and Learning Services Department staff, system leaders and educational stakeholders work as a community to support the provision of programs and services through the [Multi-Year Strategic Plan 2023-2027](#). This system direction promotes independence, growth and purposeful transitions for all students through team planning, collaboration and student participation in inclusive learning opportunities. Keeping the student at the centre, Special Education and Learning Services' practice is rooted in the home school community.

The home school can provide general information regarding programs, services and referral processes. In addition, the Family of Schools Special Education Consultant can provide specific information regarding processes, programs and services available within Dufferin-Peel Catholic District School Board.



## ROLES AND RESPONSIBILITIES

## Roles and Responsibilities

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The [Special Education in Ontario, Kindergarten to Grade 12, Policy and Resource Guide, 2017](#) outlines the roles and responsibilities of all partners in special education.

### The Ministry of Education:

- sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- prescribes the categories and definitions of exceptionality;
- requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students;
- establishes the funding for special education through the structure of the funding model;
- requires school boards to report on their expenditures for special education through the budget process;
- sets province-wide standards for curriculum and reporting of achievement;
- requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

### The School Board:

- establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;

- requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- provides appropriately qualified staff for programs and services for the exceptional students of the board;
- plans and reports on the expenditures for special education;
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students of the board;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the Ministry of Education as required;
- prepares a parent/guardian guide to provide the parent/guardian with information about special education programs, services, and procedures;
- establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- establishes a Special Education Advisory Committee (SEAC);
- provides professional development to staff on special education;
- adheres to all applicable legislation.

### **The Special Education Advisory Committee (SEAC):**

- is made up of elected school board trustees and volunteer representatives from local associations with an interest in special education
- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the board;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education;
- reviews the financial statements of the board as they relate to special education.

### **The School Principal:**

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;

- communicates board policies and procedures about special education to staff, students, and parent/guardian;
- ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with school board staff to determine the most appropriate programs for exceptional students;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- ensures that parent/guardian is consulted in the development of their child's/young person's IEP and that they are provided with a copy of the IEP;
- ensures that the program is delivered as set out in the IEP;
- ensures that appropriate assessments are requested and that, if necessary, parent/guardian consent is obtained for these assessments.

### **The Teacher:**

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- follows board policies and procedures regarding special education;
- collaborates with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- collaborates with special education staff and parent/guardian to develop the IEP for an exceptional student;
- where appropriate, works with other school board staff to review and update the student's IEP;
- provides the program for the exceptional student in the regular class, as outlined in the IEP;
- communicates the student's progress to parent/guardian.

### **The Special Education Teacher:**

The Special Education Teacher, in addition to the responsibilities listed above under the heading "The Teacher,"

- holds qualifications, in accordance with the regulations under the Education Act, to teach special education;



- monitors the student's progress with references to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional students.

## **The Early Childhood Educator:**

The Early Childhood Educator, in coordination and cooperation with the classroom teacher:

- plans for and provides education to children in Kindergarten;
- observes, monitors, and assesses the development of Kindergarten children;
- maintains a healthy physical, emotional, and social learning environment in the classroom;
- communicates with families;
- performs duties assigned by the principal with respect to the Kindergarten program.

## **The Parent/Guardian:**

- is familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- is acquainted with the school staff working with the student;
- supports the student at home;
- works with the school principal and educators to solve problems;
- is responsible for the student's attendance at school.

## **The Student:**

- complies with the requirements as outlined in the Education Act, regulations, and policy documents, including policy/program memorandum;
- complies with board policies and procedures;

- participates in IPRCs, parent-teacher conferences, and other activities as appropriate.

## **Additional Roles**

### **Support Services Personnel:**

- work collaboratively with families, educators and other school staff as a member of the school team;
- provide direct student support, consultation and/or capacity building to enhance student well-being and educational achievement;
- where appropriate, assist other staff with the development of the Individual Education Plan;
- follow board processes and procedures regarding special education;
- follow standards of practice outlined by the appropriate regulatory college and legislation regarding health and social services professionals and paraprofessionals.

### **Multidisciplinary Team (MDT):**

- supplement additional services and programming to enhance practices implemented by school team, once a referral has been made by the Family of Schools Superintendent or designate;
- collaborate and integrate with school teams who have referred a student with complex needs in multiple areas
- provide direct support, as appropriate with parent/guardian/student consent
- provide consultation which may involve the family, school staff, Special Education Coordinator, Chief Social Worker, Mental Health Worker, Behaviour Analyst, Occupational Therapist and other board staff and community support, as appropriate

### **Transition Navigator (TN):**

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- follows board policies and procedures regarding special education;

- collaborates with the Board staff to acquire and provide up-to-date knowledge of special education practices and useful resources to share with educators, students and families;
- collaborates with Board staff and school teams to facilitate comprehensive post-secondary transition planning for secondary students with special education needs.

# Transition Navigator Annual Action Plan

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Grounded in the integration of Catholic faith across all practices, **Transition Navigators (TNs)** collaborate with Board staff and school teams to facilitate comprehensive post-secondary transition planning for secondary students with special education needs. This includes students enrolled in the RAISE, ASPIRE, SOAR, and ADVANTAGE programs, as well as those who are not placed in a special education program or class through the Identification, Placement, and Review Committee (IPRC). For a list and description of Special Education Classes and Programs available in the Dufferin-Peel Catholic District School Board, refer to [Special Education Placements Provided by the Board](#).

Effective transitions are driven by structured and impactful Transition Case Conferences, meaningful partnerships and community outreach, proactive resource development, and the consistent use of the Transition Planning Toolkit and Portfolio during all meetings.

## I. Transition Case Conferences

Transition Case Conferences play a critical role in facilitating seamless transitions from secondary school to diverse post-secondary pathways. Transition Navigators (TNs) coordinate these conferences by organizing, preparing, and tracking year-specific meetings, ensuring all stakeholders remain engaged and informed throughout the process. TNs collaborate closely with school teams to collect and share comprehensive information regarding students' strengths, interests, needs, and goals. Discussions include valuable resources such as Developmental Services Ontario (DSO), Passport Funding, the Ontario Disability Support Program (ODSP), along with day programs, educational support services, post-secondary programs, and competitive employment opportunities. By developing tailored action plans and providing follow-up support, TNs ensure that students are equipped for successful and meaningful transitions.

## II. Partnerships and Community Outreach

Transition Navigators (TNs) strengthen relationships and establish networks with community organizations, government agencies, and post-secondary institutions to enhance the range of resources and opportunities available to students. Their efforts include facilitating outreach events, such as the Central Resource and Employment

Supports fairs, and providing support for initiatives like the Alternative Curriculum Skills Competition. TNs coordinate the acquisition of transit tickets from municipalities within the Dufferin-Peel Catholic District School Board to support public transportation training for students. Additionally, TNs actively engage with the Transition Advisory Committee (TAC), participate in outreach events, and foster strategic partnerships while assisting community organizations with event planning and promotion to maximize student access to valuable services.

### **III. Resource Development**

Transition Navigators (TNs) play a vital role in developing and disseminating resources, including tip sheets, informational packages, and flyers, to effectively support all stakeholders in the transition planning process. They continuously update and refine these materials to ensure alignment with the latest information from government, community organizations, and agency support services. TNs distribute resources in both physical and digital formats, maintaining accessibility and relevance. Additionally, they stay informed about emerging resources, board initiatives, and best practices to ensure their tools remain comprehensive and impactful.

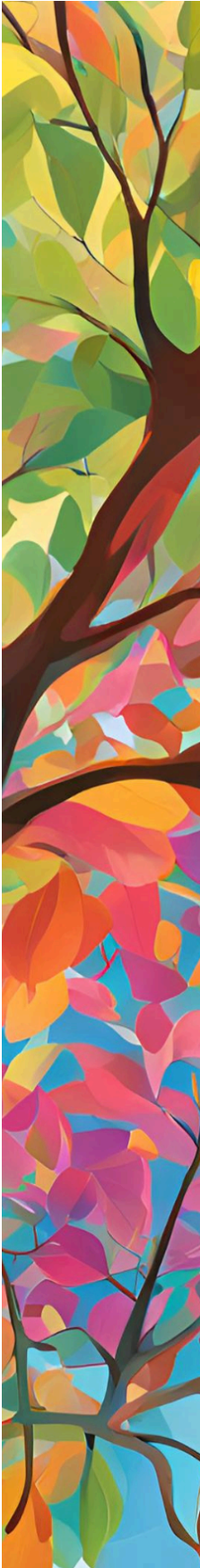
### **IV. Supporting the Use of the Transition Planning Toolkit and Portfolio (TTP) Resource**

The Transition Planning Toolkit and Portfolio (TTP) is an essential resource designed to support students and families throughout the transition process. It provides a structured framework for documenting goals, available resources, and actionable steps, enabling schools and families to effectively monitor progress and maintain organization. Transition Navigators (TNs) actively model and advocate for the use and regular updating of students' TTPs during case conferences. They consistently revise the toolkit template to incorporate the most up-to-date resources and ensure its application is standardized across school teams, fostering cohesive implementation across all programs.

<b>TIMELINE &amp; ACTIONS</b>
<b>YEARLY (ONGOING)</b>
<ul style="list-style-type: none"><li>• Attend and present updates or resources at monthly Transition Advisory Committee (TAC) meetings</li><li>• Disseminate transition information/resources shared through TAC to school teams</li><li>• Attend and present at Subject council, and networking meetings, as applicable</li><li>• Update and highlight the use of the Transition Planning Toolkit and Portfolio at meetings</li><li>• Collect data (e.g., case conferences, created resources, system communication, community outreach)</li><li>• Provide transition supports to school teams or families as needed or requested</li></ul>
<b>SEPTEMBER-DECEMBER</b>
<ul style="list-style-type: none"><li>• Review and update tip sheets and resources</li><li>• Liaise with Brampton Transit and MiWay to obtain Special Purpose bus tickets or passes for transportation training purposes</li><li>• Plan the Central Resource Fair (Fall)</li><li>• Establish and update student caseloads to provide transition support</li><li>• Fall Transition Case Conferences: Coordinate meeting dates with Academic Department Heads for student/family meetings for Year 4, 5, 6, 7 in specified programs (i.e., RAISE, ASPIRE, SOAR)</li><li>• Book transition meetings for students in Advantage and Regular classes as needed or requested</li><li>• Attend and help facilitate the Central Resource Fair (Fall)</li><li>• Attend planning meetings for the Alternative Curriculum Skills Competition</li></ul>
<b>JANUARY</b>
<ul style="list-style-type: none"><li>• Update and review data (e.g., case conferences, created resources, communication system, community outreach)</li><li>• Review and update tip sheets and resources</li><li>• Continue to build partnerships and engage in community outreach</li><li>• Attend planning meetings for the Alternative Curriculum Skills Competition</li><li>• Establish and/or update student caseloads to provide transition support</li></ul>

<b>TIMELINE &amp; ACTIONS</b>
<b>FEBRUARY-MAY</b>
<ul style="list-style-type: none"><li>● Spring Transition Case Conferences: Coordinate meeting dates with Academic Department Heads for student/family meetings for Year 4, 5, 6, 7 in specified programs (i.e., RAISE, ASPIRE, SOAR)</li><li>● Book transition meetings for students in Advantage and Regular classes as needed or requested</li><li>● Attend and help facilitate the Alternative Curriculum Skills Competition</li><li>● Prepare for and attend the Spring Central Resource Fair ( April)</li><li>● Prepare for and help facilitate the Employment Support Fair (May)</li><li>● Prepare for and help facilitate the Project SEARCH Skills Assessment Day</li></ul>
<b>JUNE</b>
<ul style="list-style-type: none"><li>● Support graduation events and application processes as required</li><li>● Update and review data (e.g., case conferences, created resources, system communication, community outreach)</li><li>● Plan events and propose initiatives for new school year</li></ul>





# EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

# Early Identification Procedures and Intervention Strategies

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## Guiding Philosophy

Keeping the student at the centre, the Special Education and Learning Services Department's practice is rooted in the home school community. It supports students by promoting accessibility, honouring diversity and mutual respect, and demonstrating transparency and fairness.

Dufferin-Peel Catholic District School Board recognizes the benefits of early identification and interventions on student well-being and achievement. Through a responsive and inclusive support model, Dufferin-Peel offers a spectrum of services and supports embracing the whole learner. Through this team-based approach, support and services are personalized based on the unique needs of each learner.

Children arrive at school with different backgrounds and experiences and at different stages of development. It is important to plan early to ensure as smooth a transition as possible. Whether the child is coming from home or has been in child care, a successful transition depends on the ability of all those involved to communicate effectively and to share information about the child or young person.

## Teacher's Role in Early Identification

Many caring, supportive adults facilitate and nurture the child's growth as a learner. Kindergarten teachers and Designated Early Childhood Educators work collaboratively with all staff to complete the Communication of Learning documents that share timely information regarding the student's progress and areas of continued growth.

## Parent/Guardian Role in Early Identification

We recognize that the parent/guardian and families are the first educators of children. As part of DPCDSB's transition process, educators consult with families to get to know each child as soon and as thoroughly as possible in order to provide a variety of early learning opportunities designed to support each student. There are several

opportunities for the parent/guardian to share information regarding their child's special education needs, as listed below:

- attending the Board's annual "Entry Planning and Transition for Students with Differing Abilities" information session. The information flyer for this session is available on the DPCDSB website;
- completing the "Entry Planning Form for Students with Differing Abilities" which is posted on the DPCDSB website in the [Register for School](#) section.
- introducing themselves to the school staff;
- talking to the classroom teacher and/or other school staff to learn more about the support services that are available to best support student needs;
- sharing relevant assessments or information with the school.

## **Early Identification of Learning Abilities and Needs**

Dufferin-Peel Catholic District School Board has several procedures in place to identify a child's learning abilities and needs, in support of [Policy/Program Memorandum 11, "Early Identification of Children's Learning Needs."](#) These procedures are a part of a continuous assessment and program planning process that begins when a child transitions into school but no later than the beginning of a program of studies immediately following kindergarten and continues throughout a child's school life.

## **Early Screening Tool**

Following the direction of the Ministry of Education, and in response to [Policy/Program Memorandum 168](#), all Kindergarten to Grade 2 students were screened during the 2024-2025 school year, using the Acadience Reading Screener. Training and support continued to be provided to teachers administering the assessment as required. Data collected from the screening tool was used to support programming for all students.

## **Entry Planning Process**

A specialized entry process is available to support children with differing abilities. As every child is different, each transition process is different and does not necessarily follow the same sequence of events.

The first step in the Entry Planning Process is to register at the student's home school. Registration is completed online, and there is a video to support the process available on the DPCDSB website.

As part of the registration process, families are asked to complete the “Entry Planning Form for Children with Differing Abilities”. This form is completed online and can be found on the DPCDSB website in the [Register for School](#) section.

Once the Entry Planning Form has been received, either the school or the Family of Schools Special Education Consultant will contact the family to review the information on the Entry Planning Form and to plan the next steps.

Based on the student's needs, the Family of Schools Special Education Consultant may schedule a case conference to share information collected through the Entry Planning process with the school team members, including community agencies/service providers, as appropriate, to allow for recommendations to support the next steps.

The school and board teams will work collaboratively with the family to formulate a transition plan that focuses on the strengths of the child. Once the student begins school, the school team will continue to monitor the student and provide ongoing support as required.

## **Early Identification of Learning Needs**

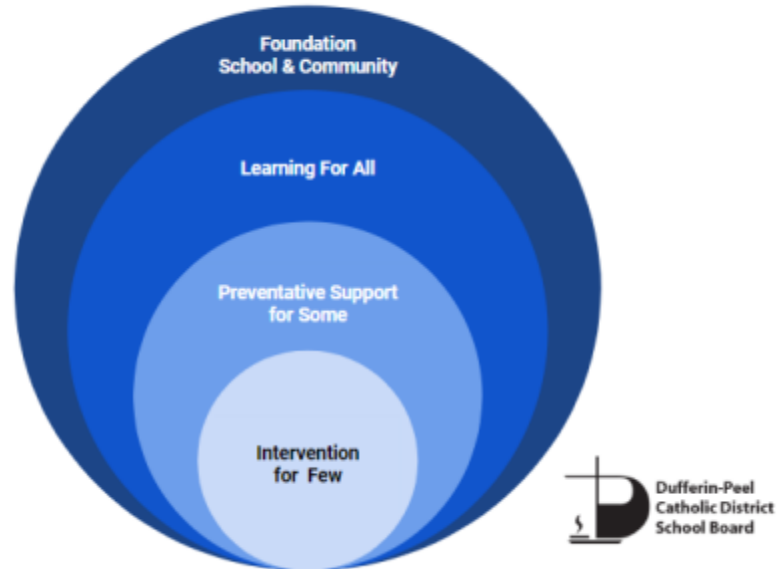
The [Growing Success Kindergarten Addendum](#) recognizes that children enter Kindergarten at different stages of development and with diverse backgrounds and experiences. The Kindergarten and school team will take time to get to know each learner as part of the early identification process. They will use a variety of tools such as developmental continuums and pedagogical documentation to determine a student's strengths and needs and determine appropriate programming for the learner.

## **Early Intervention Strategies**

In DPCDSB, there is a tiered approach to providing interventions, using a responsive and inclusive model of support. There is ongoing communication between the school and families regarding student progress.

## Responsive and Inclusive Support Model

### Responsive and Inclusive Support Model



Learning for All or Universally Designed supports are available to all learners to support their learning needs. The school team will meet as required to review and recommend additional interventions based on the student's needs and abilities. The school team will obtain the appropriate consent before proceeding with additional support or interventions.

### Policies and Procedures Regarding Assessment

The assessment, evaluation, and reporting of children's learning in Kindergarten in Ontario schools is based on the policies and practices described in the [Growing Success - The Kindergarten Addendum](#).

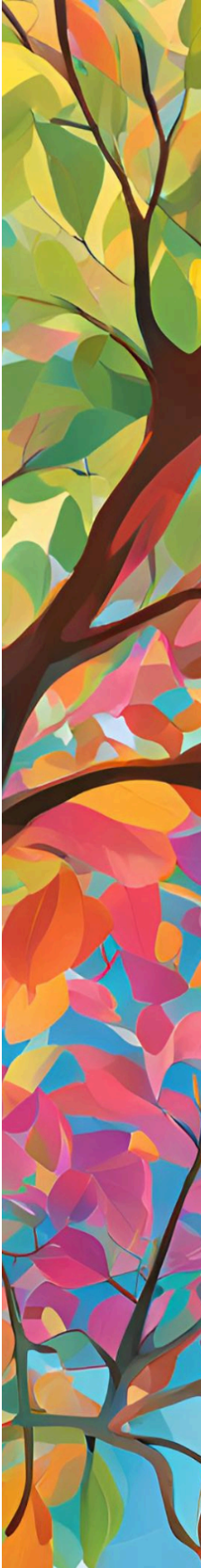
The Kindergarten Communication of Learning, in combination with a formal interview, provides clear, detailed information to the parent/guardian about their child's key learning, next steps for growth and what a parent/guardian can do to support their child's learning.

## **Referral Process**

The referral process begins with discussions between the Kindergarten team and the family. A referral to the school team is considered in order to access additional support and to plan the next steps for the student. A member of the school team will contact the family for permission to refer their child to the school team. Any referrals for assessments or interventions need to be made through the In-School Team Meeting process.

## **IPRC Referral Process**

The student must be presented at an In-School Team Meeting before being considered for a referral to an IPRC meeting. School teams will ensure that families are provided with sufficient notification regarding any meetings. Additional information can be found in the Dufferin-Peel Catholic District School Board's [The Parent/Guardian Guide To Special Education Programs](#).



# THE IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS



# The Identification, Placement and Review Committee (IPRC) Process and Appeals

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The Dufferin-Peel Catholic District School Board adheres to the IPRC process as outlined in [Regulation 181/98 of the Education Act](#). Exceptional students require a formal identification and/or placement through the Identification, Placement and Review Committee (IPRC) process. The Dufferin-Peel Catholic District School Board has both family and school level IPRCs. At the family level, the IPRC will:

**I:** Decide whether the student should be identified as exceptional.

- Identify the area(s) of exceptionality according to the Categories and Definitions of Exceptionalities provided by the Ministry of Education

**P:** Decide an appropriate placement for the student.

- If the recommended placement is in a special education class, the IPRC must set out the reasons for this recommendation in their decision (Regulation 181/98). The Dufferin-Peel Catholic District School Board is an inclusive board and in most cases, the recommended placement is in a regular class with indirect support, resource assistance, or withdrawal assistance.

For a chart of the five Ministry placement options aligned with Dufferin-Peel Catholic District School Board Programs and Services, refer to the [Special Education Placements Provided by the Board](#) section of this document.

**R:** Review the identification and placement at least once each school year. Reviews typically take place at a school-level IPRC.

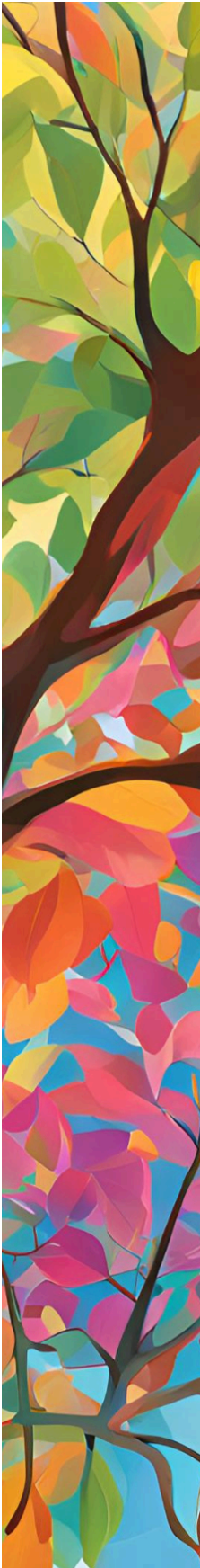
Generally, school-level IPRC meetings are convened annually to review identification and/or placement. A parent/guardian and/or student aged 16 years or older, may agree in writing to dispense with or “waive” the annual review. As a board directive, IPRCs are not waived for more than three consecutive years or during a transition which involves a change of school, panel or program. A parent/guardian and/or student aged 16 years or older, may request a review of the IPRC decision three months after the placement has begun. The review cannot be requested more than once every three months.

A parent/guardian and/or student aged 16 years or older, may, within 15 days of receiving the statement of decision, request a second meeting of the IPRC to discuss

the decision further; or within 30 days of receiving the statement of decision, file a notice of appeal with the Board.

Further to the follow-up meeting, a parent/guardian and/or student aged 16 years or older, who does not agree with the upheld or revised decision of a follow-up meeting may request to have the matter referred to a special education appeal board within 15 days of receipt of the statement of decision (Report of IPRC) of the second meeting of the IPRC. For further details on the IPRC process, please refer to Dufferin-Peel's [The Parent/Guardian Guide To Special Education Programs](#).

DPCDSB continues to offer school and family level IPRC meetings in both an in-person and virtual format.



# EDUCATIONAL AND OTHER ASSESSMENTS

## Educational and Other Assessments

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Early identification of a student's learning needs, primarily related to literacy and mathematical literacy, is critical to effective intervention. Various educational assessment tools are available to Special Education teachers to provide information about students' strengths and needs. Knowledge about a student's assessed strengths and needs guides teachers and support services staff to provide effective programming by linking the assessment to inform and refine practice. Instructional strategies that include differentiated instruction and align with students' learning profiles ensure access to learning and opportunities to demonstrate understanding for all learners.

Dufferin-Peel Catholic District School Board educators and support services staff, in consultation with the parent/guardian/student, and through a referral process, may initiate informal or formal assessment measures to enhance effective programming and support student achievement. The type of assessment tools used is relevant to the circumstance and the needs of the student. Whether provided by the Board or obtained externally, formal assessments initiated and/or reviewed by appropriate staff may include the following:

- Psychological Assessment
- Speech and Language Assessment
- Behaviour Assessment /Consultation
- Hearing Services Assessment
- Educational Audiology Assessment
- Medical Assessment/ Mental Health Assessment
- Occupational Therapy Assessment
- Social Work Assessment

The staff who conduct the assessment and/or provide diagnoses are: governed by the Education Act; the Regulated Health Professions Act, 1993; the Health Care Consent Act, 1996; Psychology Act, 1991; Social Work and Social Service Work Act, 1998; Occupational Therapy Act, 1991; Physiotherapy Act, 1991; Audiology and Speech-Language Pathology Act, 1991.

ASSESSMENT	STAFF	QUALIFICATIONS
Educational Assessment (includes: Gifted screening)	Classroom Teacher  Special Education Resource Teacher	Ontario Teacher Certificate (OCT)  Special Education, Part 1 (minimum)
Speech and Language Assessment: Expressive & Receptive Language, Articulation, Fluency, Augmentative Communication	Speech-Language Pathologist	Master's Degree (minimum) Speech and Language (Registered with the College of Audiologists and Speech and Language Pathologists of Ontario)
Psychological Assessment	Psychoeducational Consultants  Psychological Associate  Psychologist	Master's Degree (minimum)  Registered Psychologist or Psychological Associate (College of Psychologists of Ontario)  *Non-registered staff: with supervision and sign-off by a registered member of the College of Psychologists of Ontario
Behaviour Assessment/Consultation	Behaviour Analyst	Masters' Degree and Certification (BCBA)
Audiological Assessment	Educational Audiologist	Registered Audiologist (Registered with the College of Audiologists and Speech and Language Pathologists of Ontario)
Occupational Therapy Assessment	Occupational Therapist	Bachelor or Master's of Science in Occupational Therapy (Registered with the College of Occupational Therapists of Ontario-COTO)
Other regulated professionals and/or paraprofessionals deemed by the Board to be essential for the delivery of programs and services for students with special needs.		

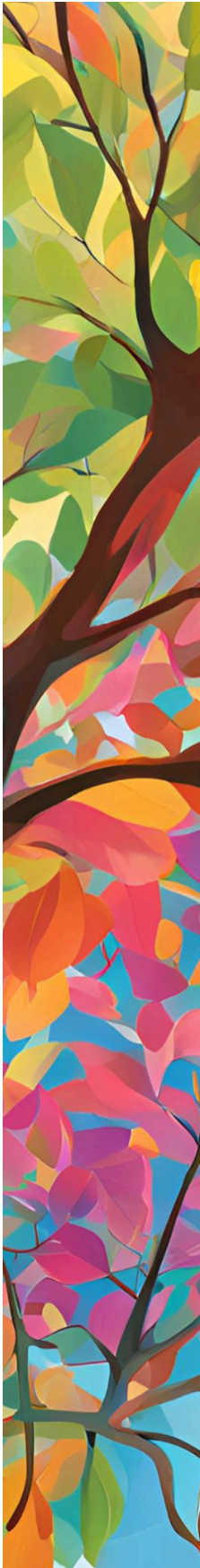
As appropriate, staff adhere to provisions within the Personal Health Information Protection Act (PHIPA), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), Health Care Consent Act, and other legislation and General Administrative Policies related to privacy and consent to services. Various forms of documentation regarding informed consent, protection of privacy and access to personal information (i.e., [Notice of Personal Health Information Practices](#)) are shared with the parent/guardian. Accordingly, formal professional assessments initiated by board psychology, speech and language pathology staff, and other regulated or unregulated health professionals require informed consent prior to the initiation of the assessment.

Information regarding student progress, consent processes, timelines, and the process for communication of assessment results is shared with the parent/guardian/student at specific meetings, which may include:

- Parent-teacher interviews;
- In-school team meetings, transition and/or case conferences;
- Debriefing to explain and review assessment results;
- Individual Education Plan development consultation and;
- Identification Placement and Review Committee process ([Regulation 181/98](#)).

The school team, under the direction of the school principal, collaborates to prioritize student needs, determine the next steps for assessment and appropriate programming. As needed, the school team shares information with staff and relevant outside agencies, as permitted by the parent/guardian/student, to inform the development of the Individual Education Plan and educational programming to support the student's well-being and achievement.

Ongoing review of the Individual Education Plan helps to guide staff in assessment (for, as, and of learning), evaluating and reporting achievement. This also ensures that educators and the parent/guardian have the most accurate and up-to-date information about the student to make informed decisions about programming and referrals to special education classes or programs.



# **SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS**

## Specialized Health Support Services in School Settings

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At the local level, the responsibility for the provision of specialized health support services in school settings is shared by Dufferin-Peel Catholic District School Board (DPCDSB) and Ontario Health atHome - School Health Support Services.

Dufferin-Peel Catholic District School Board and ErinoakKids Centre for Treatment and Development share the responsibility for the provision of school-based rehabilitation services.

DPCDSB has completed a review of the General Administrative Procedures in response to [PPM 161](#) Supporting Children and Students with Prevalent Medical Conditions.

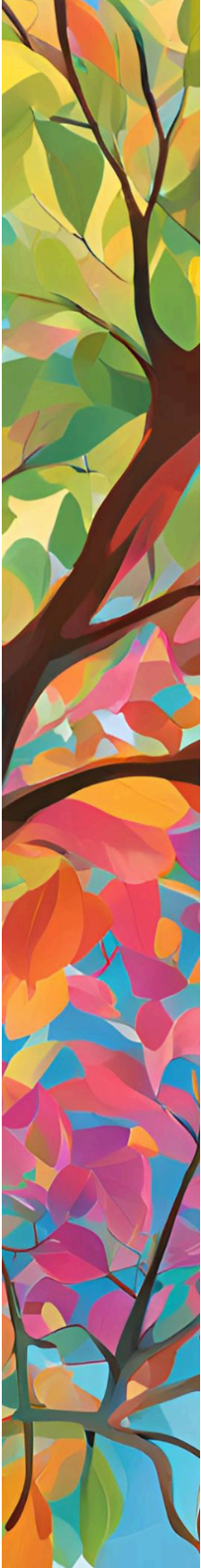
Details of the specialized health support services are available through the home school principal. A variety of departments and/or outside agencies assist students with specialized health support, which **may** include:

- Nursing
- Occupational Therapy
- Physiotherapy
- Chest Therapy
- Accessibility and Environmental Assessment
- Specialized Equipment Prescriptions and Recommendations
- Nutrition based on medical diagnosis
- Speech Therapy (Accessed through the DPCDSB Speech and Language Pathologist)
- Administration of prescribed medications
- Catheterization
- Suctioning (shallow/deep)
- Lifting and Positioning
- Assistance with Mobility
- Feeding (by mouth or G-tube)
- Personal Care
- Self-Care

Refer to [Appendix B-1: Specialized Health Support Services in School Settings](#) for specific information about each type of specialized health support service.



The parent/guardian should contact their home school and/or their Family of Schools Special Education Consultant for additional information.



# CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

## Categories and Definitions of Exceptionalities

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The Education Act contains the following definitions that pertain to special education:

***“Exceptional pupil” means a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee.***

***“Special education program” means, in respect of an exceptional pupil, an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.***

***“Special education services” means facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.***

The Ministry of Education is responsible for defining the exceptionalities of pupils and prescribing the categories of exceptional pupils (Education Act s.8 (3) b.).

The Dufferin-Peel Catholic District School Board applies the Ministry of Education Categories and Definitions of Exceptionalities when an Identification, Placement and Review Committee (IPRC) makes a determination that a pupil of the board is exceptional according to the following criteria. In all cases, a holistic assessment over time of the student's learning needs is considered, including a variety of documented evidence before an identification is made.

The following are the Ministry mandated Categories of Exceptionalities. For further information about these categories, please refer to the [Ministry of Education](#).

In addition to the information captured in the Ministry definitions, Dufferin-Peel Catholic District School Board has [Expanded Definitions](#) to support school teams in applying the categories. Some categories are clarified in the expanded descriptions, with the requirement of a diagnosis (e.g., Learning Disability, Autism, Intellectual Disability) or additional criteria (e.g., Giftedness, Deaf and Hard of Hearing).

## Behaviour

### Behaviour:

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following:

- an inability to build or maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction;
- an inability to learn which cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

## Communication

### Autism:

A severe learning disorder that is characterized by:

- disturbances in: rate of educational development; ability to relate to the environment; mobility; perception, speech, and language;
- a lack of representational symbolic behaviour that precedes language.

### Deaf and Hard of Hearing:

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

### Language Impairment:

A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol systems of communication, which may be associated with neurological, psychological, physical, or sensory factors, and may:

- involve one or more of the form, content, and function of language in communication; and
- include one or more of the following: language delay; dysfluency; voice and articulation development which may or may not be organically or functionally based.

### **Speech Impairment:**

A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors that involves perceptual motor aspects of transmitting oral messages, and that may be characterized by impairment in articulation, rhythm, and stress.

### **Learning Disability:**

The Ministry of Education defines learning disability as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; language processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making and problem solving);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences;
- lack proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance, or inadequate opportunity to benefit from instruction.

## Intellectual

### **Giftedness:**

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

### **Mild Intellectual Disability:**

A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- an inability to profit educationally within a regular class because of slow intellectual development;
- a potential for academic learning, independent social adjustment and economic self-support.

### **Developmental Disability:**

A severe learning disorder characterized by:

- an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- a limited potential for academic learning, independent social adjustment, and economic self-support.

## Physical

### **Physical Disability:**

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or developmental level.

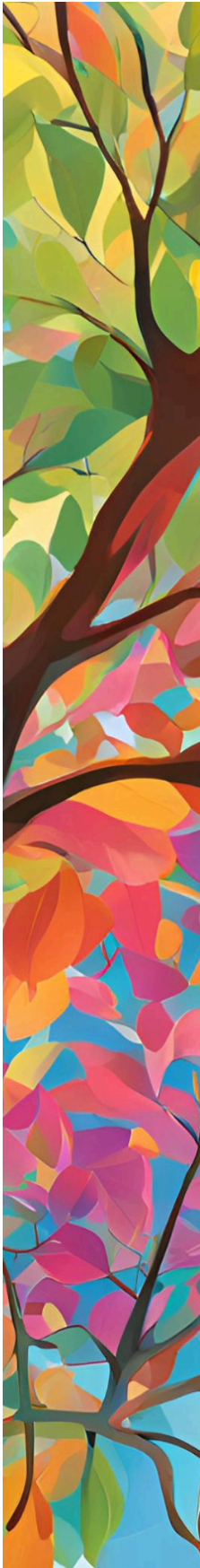
### **Blind and Low Vision:**

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

## Multiple

### **Multiple Exceptionalities:**

A combination of learning or other disorders, impairments, or physical disabilities that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.



# **SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD**



## Special Education Placements Provided by the Board

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The Dufferin-Peel Catholic District School Board (DPCDSB) is an inclusive Catholic faith community and provides a spectrum of programs and services to meet the needs of all students. Keeping the student at the centre, Special Education and Support Services practice is rooted in the home school community and supports students by promoting accessibility, honouring diversity and mutual respect, and demonstrating transparency and fairness.

The Special Education Advisory Committee (SEAC) has the opportunity for input on a monthly basis to provide recommendations to the board about the issues that affect students with differing abilities and their families, and the development and delivery of special education programs and services for exceptional students within the board. They participate in the board's annual review of its special education plan, which addresses and describes these processes and policies.

Students who have behaviour, communication, intellectual, physical, or multiple exceptionalities may require special education programs and/or services to benefit fully from their school experience. The home school can provide [The Parent/Guardian Guide To Special Education Programs](#) and other general information, as well as student specific information and rights regarding programs and services available within Dufferin-Peel. The home school may also provide guidance regarding appropriate referral information to the Family of Schools Special Education Consultant and/or Special Education and Learning Services Department.

Before the Identification Placement Review Committee (IPRC) considers the placement of a student in a special education class, the committee must consider placement in a regular class with appropriate special education services. The school and board will inform the parent/guardian and/or student of available placement or program options and associated support services, when such a placement or program meets the student's needs.

Dufferin-Peel Catholic District School Board student-teacher ratios in designated special education classrooms are aligned with [Regulation 298, section 31](#) of the Education Act. Enrolment in classes for specific exceptionalities may not be exceeded. A general

description of the placements for elementary and secondary classes/programs are found below:

<p><b>Regular Class with Indirect Support</b></p>	<p>A regular class with indirect support where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.</p>
<p><b>Regular Class with Resource Assistance</b></p>	<p>A regular class with resource assistance where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.</p>
<p><b>Regular Class with Withdrawal Assistance</b></p>	<p>A regular class with withdrawal assistance where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 percent of the school day, from a qualified special education teacher.</p>
<p><b>Special Education Class with Partial Integration</b></p>	<p>A special education class with partial integration where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to <u>Regulation 298, section 31</u>, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.</p>
<p><b>Special Education Class-Full Time</b></p>	<p>A full-time special education class where the student-teacher ratio conforms to <u>Regulation 298, section 31</u>, for the entire school day.</p>

If, after considering all the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with parent/guardian and/or student (16 years of age or older) preferences, the committee will decide in favour of placement in a regular class with appropriate special education services. If the committee decides that the student should be placed in a special education class, it must indicate the reason(s) for that decision.

## Special Education Program Name Changes

The Ministry of Education and DPCDSB continue to support programming that is most inclusive and supports the needs of our students. The Ministry also requires that school boards offer a spectrum of services and a range of placement options to meet the unique needs of a student.

The Special Education and Learning Services Department is committed to creating, reviewing and uplifting programs that support students with diverse learning needs as they develop and improve academic, social, life and employability skills. Out of respect and dignity for the students in these programs, and to reflect the processes and goals that define each special education program, this school year DPCDSB approved the changes to program names for all elementary and secondary special education programs.

ELEMENTARY CLASSES AND PROGRAMS		
Name		Formerly known as:
<b>STEP</b>	Support, Transition, Empower & Prepare	Elementary Autism Class/Elementary Communication Class
<b>IDEA</b>	Individualized Development of Experiences & Achievement	Elementary Needs Moderate/Severe Program

SECONDARY CLASSES AND PROGRAMS		
Name		Formerly known as:
<b>RAISE</b>	Realize & Achieve Individualized Skills & Experiences	Planning for Independence Program
<b>ASPIRE</b>	Academic Support Promoting Independence & Resource Exploration	Secondary Communication Program
<b>SOAR</b>	Supportive Opportunities for Academics & Resources	ASD OSSD Support Program

## Special Education Placements:

CATEGORY: BEHAVIOUR			
Exceptionality	Placement Options	Program/Class Name or Service	Panel
<b>Behaviour</b>	Regular Class with Indirect Support		Elementary/ Secondary
	Regular Class with Resource Assistance		Elementary/ Secondary
	Regular Class with Withdrawal Assistance		Elementary
CATEGORY: COMMUNICATION			
Exceptionality	Placement Options	Program/Class Name or Service	Panel
<b>Autism</b>	Regular Class with Indirect Support		Elementary/ Secondary
	Regular Class with Resource Assistance	SOAR Advantage (Pilot)	Secondary Secondary
	Regular Class with Withdrawal Assistance		Elementary
	Special Education Class with Partial Integration	STEP Jr./Int. ASD Class IDEA RAISE ASPIRE	Elementary Elementary Elementary Secondary Secondary
	Special Education Class Full Time	IDEA RAISE	Elementary Secondary

<b>CATEGORY: COMMUNICATION (continued)</b>			
<b>Exceptionality</b>	<b>Placement Options</b>	<b>Program/Class Name or Service</b>	<b>Panel</b>
<b>Deaf and Hard of Hearing</b>	Regular Class with Indirect Support	Support from Itinerant Teacher Deaf and Hard of Hearing	Elementary/ Secondary
	Regular Class with Resource Assistance	Support from Itinerant Teacher Deaf and Hard of Hearing	Elementary/ Secondary
	Regular Class with Withdrawal Assistance	Support from Itinerant Teacher Deaf and Hard of Hearing	Elementary
<b>Language Impairment</b>	Regular Class with Indirect Support		Elementary/ Secondary
	Regular Class with Resource Assistance	Advantage (Pilot)	Secondary
	Regular Class with Withdrawal Assistance		Elementary
	Special Education Class with Partial Integration	SERC ASPIRE	Elementary Secondary
<b>Speech Impairment</b>	Regular Class with Indirect Support		Elementary/ Secondary
	Regular Class with Resource Assistance		Elementary/ Secondary
	Regular Class with Withdrawal Assistance		Elementary

<b>CATEGORY: COMMUNICATION (continued)</b>			
<b>Exceptionality</b>	<b>Placement Options</b>	<b>Program/Class Name or Service</b>	<b>Panel</b>
<b>Learning Disability</b>	Regular Class with Indirect Support		Elementary/ Secondary
	Regular Class with Resource Assistance	Advantage (Pilot)	Secondary
	Regular Class with Withdrawal Assistance		Elementary
	Special Education Class with Partial Integration	SERC	Elementary
<b>CATEGORY: INTELLECTUAL</b>			
<b>Exceptionality</b>	<b>Placement Options</b>	<b>Program/Class Name or Service</b>	<b>Panel</b>
<b>Giftedness</b>	Regular Class with Indirect Support	International Baccalaureate	Secondary
	Regular Class with Resource Assistance	International Baccalaureate	Secondary
	Regular Class with Withdrawal Assistance		Elementary
	Special Education Class Full Time	Self-Contained Gifted Class	Elementary
<b>Mild Intellectual Disability</b>	Regular Class with Resource Assistance	Advantage (Pilot)	Secondary
	Regular Class with Withdrawal Assistance		Elementary
	Regular Class with Partial Integration	SERC	Elementary

CATEGORY: INTELLECTUAL (continued)			
Exceptionality	Placement Options	Program/Class Name or Service	Panel
<b>Developmental Disability</b>	Regular Class with Resource Assistance		Elementary/ Secondary
	Regular Class with Withdrawal Assistance		Elementary
	Special Education Class with Partial Integration	IDEA RAISE	Elementary Secondary
	Special Education Class Full Time	IDEA RAISE	Elementary Secondary
CATEGORY: PHYSICAL			
Exceptionality	Placement Options	Program/Class Name or Service	Panel
<b>Physical Disability</b>	Regular Class with Indirect Support		Elementary/ Secondary
	Regular Class with Resource Assistance		Elementary/ Secondary
	Regular Class with Withdrawal Assistance		Elementary
<b>Blind and Low Vision</b>	Regular Class with Indirect Support		Elementary/ Secondary
	Regular Class with Resource Assistance	Support from Itinerant Teacher Blind/Low Vision	Elementary/ Secondary
	Regular Class with Withdrawal Assistance	Support from Itinerant Teacher Blind/Low Vision	Elementary

CATEGORY: PHYSICAL (continued)			
Exceptionality	Placement Options	Program/Class Name or Service	Panel
<b>Deaf/Blind</b>	Regular Class with Resource Assistance	Support from Itinerant Teacher, Blind Low Vision; Itinerant Teacher Deaf & Hard of Hearing; Contracted staff: Intervener [PPM 76C]	Elementary/ Secondary
	Regular Class with Withdrawal Assistance	Support from Itinerant Teacher, Blind Low Vision; Itinerant Teacher Deaf & Hard of Hearing; Contracted staff: Intervener [PPM 76C]	Elementary

**CATEGORY: MULTIPLE**

Note: The Identification Placement and Review Committee [IPRC] placement statement is informed by the individual student profile of assessed needs. Access to Itinerant support would be provided as appropriate.



## **Annual IPRC Reviews**

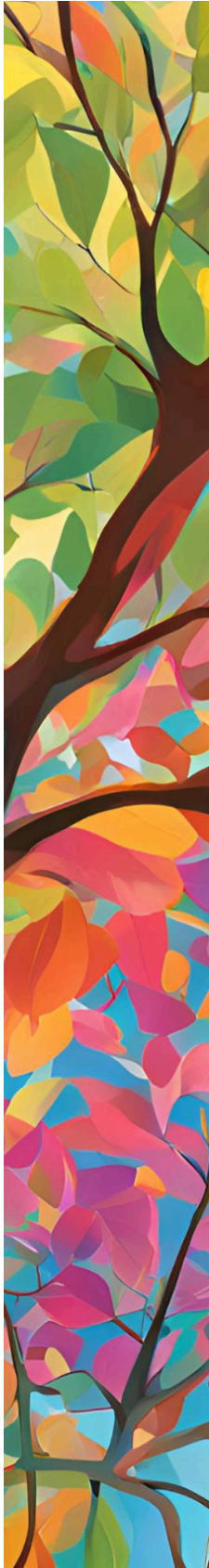
An annual school level IPRC meeting is held within the school year, unless the principal of the school at which the special education program resides receives written notice from the parent/guardian, to waive or dispense with the annual review. The parent/guardian may request a review IPRC meeting any time after their child has been in a special education program for 3 months.

## **Alternative to Range of Placements**

In extreme circumstances, when a student's needs are so complex or cannot be met within the Board's range of placements or a student's behaviour creates a safety risk, a complex case conference will be held to determine a solution or plan of action. Often this may involve outside agencies. An administrator, special education consultant/coordinator, or agency representative may coordinate and/or convene the case conference. Parent/guardian participation and consent would be required before any referrals or plans are executed.

The student may be withdrawn from school until careful planning is completed outlining roles and responsibilities. During the period of time when the student is not in school, home instruction may be provided. This arrangement requires the signature of a physician or registered psychologist/psychological associate. The special education consultant responsible for the student's home school will lead or facilitate the planning for the student's transition and return to school. The principal, special education teacher, and classroom teacher will remain involved throughout the planning and transition process.

Another alternative includes programs overseen by the administrator at St. Oscar Romero Catholic Secondary School. These programs support all students requiring alternative programming, including those with diverse learning needs.



# INDIVIDUAL EDUCATION PLANS (IEPs)

# Individual Education Plan (IEP)

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## [Special Education in Ontario; Kindergarten to Grade 12 Policy and Resource Guide](#)

The Dufferin-Peel Catholic District School Board (DPCDSB) encourages extensive collaboration and consultation with parent/guardian, school staff and other professionals involved with the student in the development of the IEP.

Dufferin-Peel utilizes an electronic IEP tool to support the development, editing and delivery of the IEP and related documents. On-going professional development for staff regarding all technical aspects of the IEP is provided annually through in-services, modules and curated documents.

### **An Individual Education Plan (IEP) is:**

- a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the strengths and needs that affect the student's ability to learn and to demonstrate learning;
- a working document that contains the transition plan, a detailed and coordinated plan that helps to ensure that a student has supports in place to facilitate educational transitions;
- a record of any accommodations needed to help the student achieve the learning expectations identified in the IEP, given the student's identified learning strengths and needs;
- a working document that identifies learning expectations that are modified from the expectations for the regular grade level in a particular subject or course, as outlined in the Ministry of Education's curriculum policy documents, if modifications are required;
- a working document that identifies alternative expectations, if required, in areas not represented in the Ontario curriculum;
- a record of the teaching strategies specific to modified and alternative expectations and of assessment methods to be used to determine the student's progress towards achieving these expectations;

- a working document that is developed at the beginning of a school year or semester or at the start of a placement and that is reviewed and adjusted throughout the reporting period;
- an accountability tool for the student's parent/guardian, and everyone who has responsibilities under the plan for helping the student meet the stated goals and learning expectations as the student progresses through the Ontario curriculum

### **An Individual Education Plan (IEP) is not:**

- a description of everything that will be taught to the student;
- a list of all the teaching strategies used in regular classroom instruction;
- a document that records all of the student's learning expectations, including those that are not modified from the regular grade-level curriculum expectations;
- a daily lesson plan

[Regulation 181/98](#) requires that an IEP must be developed for every student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC) within a period of 30 school days after the student has been identified and placed in a program.

An IEP must be developed as supporting documentation for a Specialized Equipment Allocation (SEA) claim for all students, exceptional or not exceptional.

An IEP may be developed for students who are receiving special education programs and/or related services but who have not been identified as exceptional by an IPRC.

[PPM No. 140, "Incorporating Methods of Applied Behaviour Analysis \(ABA\) Into Programs for Students with Autism Spectrum Disorders \(ASD\)"](#), requires that applied behaviour analysis (ABA) methods are incorporated into the IEPs of students with ASD, where appropriate. Principals will ensure that relevant school board personnel and community personnel who have previously worked and/or are currently working with a student with ASD are invited to provide input and participate in the IEP process. PPM No. 140 also requires that relevant ABA methods be used to support transitions, where appropriate, and that these methods are recorded in the student's transition plan.

[PPM No. 156, "Supporting Transitions for Students with Special Education Needs"](#), requires *all students who have an IEP*, whether or not they have been identified as exceptional by an IPRC, and including those identified as exceptional solely on the

basis of giftedness, to have an up-to-date transition plan at every stage of their journey through school. The key transitions in a student's schooling can include the following:

- entry to school
- between grades
- a change from one school to another
- the move from elementary to secondary school
- the transition from secondary school to postsecondary activities
- a move to a school following a prolonged absence for medical reasons or after receiving care, treatment, or rehabilitation at another institution

In consultation with parent/guardian and community partners who have parental consent, the development of a coordinated and detailed plan for each key transition will help ensure that school and board staff are prepared to meet the needs of the student, contributing to smooth transitions and paving the way for the student's future success.

## **Consultation with Parent/Guardian**

Dufferin-Peel Catholic District School Board's IEPs comply with the Ministry's IEP standards. DPCDSB participates in all Ministry of Education and/or board Individual Education Plan Reviews. As per [Regulation 181/98](#) within the Education Act, principals are ultimately responsible to ensure that the parent/guardian are consulted in the development of the IEP.

The Dufferin-Peel Catholic District School Board is committed to a collaborative IEP process that includes a partnership with the parent/guardian, student (if 16 years or older), the school staff and other professionals involved with the student.

A parent/guardian can provide a valuable perspective regarding their child's development and learning. Open communication and cooperation between home and school ensure that all stakeholders involved have similar expectations with respect to the student's special education program and services. A parent/guardian is invited to provide input into the creation of their child's IEP. Parent/guardian consultation can be made through various forms, including: a meeting with the school staff developing the IEP, a phone call, or written correspondence. The parent/guardian/and the student (if 16 or older) are asked to sign the Parent/Student Consultation form to indicate that:

- they were consulted in the development of the IEP;
- they declined the opportunity to be consulted;
- they have received a copy of the IEP;
- any comments they provided are noted on the form

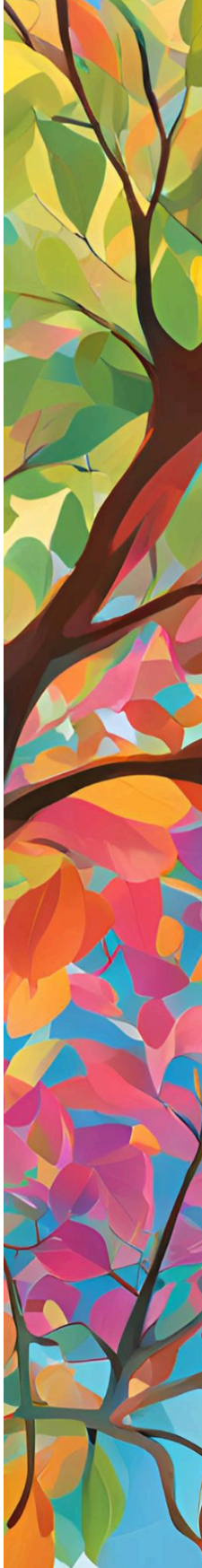
Parent/guardian and student (if 16 years or older) comments may also be noted on the form. The IPRC/Case Conference processes provide a further opportunity for a parent/guardian to share input regarding programs and services, including issues related to the IEP.

## **Dispute Resolution**

Student, parent/guardian and educators all play important roles in the planning and implementation of a student's Individual Education Plan (IEP). However, issues related to the planning and implementation of the IEP may become a source of disagreement and conflict. There are many ways of working through conflict ranging from informal to formal methods.

The school team will work collaboratively with the parent/guardian and student (if 16 years or older) to resolve issues. Collaborative processes may include contact by telephone and/or meetings. Family of Schools and/or board supports may also be accessed as part of a team endeavouring to facilitate support for dispute resolution.

The Ministry of Education resource document [Shared Solutions](#) provides strategies and identifies best practices in collaborative conflict resolution.



# PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

## Provincial and Demonstration Schools In Ontario

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In Ontario, the Provincial and Demonstration Schools is a branch of the Student Support and Field Services Division of the Ministry of Education and is responsible for the direct operation of provincial and demonstration schools at four different sites across Ontario which include: Belleville, Brantford, London and Milton.

Three provincial schools for students who are Deaf and hard of hearing	<ul style="list-style-type: none"><li>• Ernest C. Drury School for the Deaf (est 1963)</li><li>• Roberts School for the Deaf</li><li>• Sir James Whitney School for the Deaf</li></ul>
One provincial school for students who are blind, low vision and Deafblind	<ul style="list-style-type: none"><li>• W. Ross MacDonald School for the Blind (Deafblind) (est. 1872)</li></ul>
Three demonstration schools for students who have severe learning disabilities	<ul style="list-style-type: none"><li>• Trillium School (est. 1979)</li><li>• Amethyst School (est. 1987)</li><li>• Sagonaska School (est. 1982)</li></ul>

### Programming

- Provincial and Demonstration Schools provide individualized education with appropriate resources, giving exceptional students the opportunity to fully participate in the total school experience including: sports, the arts, recreational and leadership opportunities.

### School Facilities and Calendar

- The Provincial and Demonstration Schools operate on a school year calendar.
- Each school campus includes services such as a full cafeteria, recreational and health services and student lodging facilities.



## Student Lodging Program

- Academic and student lodging programs support each other in the provision of a comprehensive curriculum ensuring that learning continues after the daily academic program.
- Student lodging is not mandatory.
- The student lodging program is available to provincial demonstration school students residing over 115 kilometres or 70 minutes from the school.
- [Ontario Regulation 466/22](#) outlines standards in regulation for how lodgings serving a highly vulnerable population of students must operate.

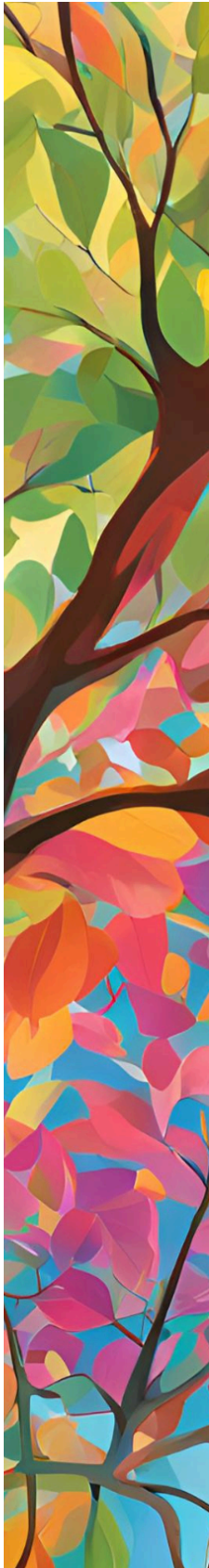
## Transportation To Provincial and Demonstration Schools

- Students who attend and who do not live locally are provided transportation.
- The Ministry of Education refunds boards for 100% of the costs of transportation to the Demonstration Schools.
- In the Dufferin-Peel Catholic District School Board, decisions regarding how students will be transported to the provincially run schools are made on an individual basis.
- The Provincial Schools and the agencies involved determine the type of transportation required.
- There are currently 5 students from DPCDSB being transported and who attend a Provincial Demonstration School.

Location	Number of Students Attending
<a href="#">Trillium Demonstration School</a>	2
<a href="#">Ernest C. Drury School for the Deaf</a>	1
<a href="#">W. Ross MacDonald School for the Blind</a>	2

## Professional Development Workshops for Educators

- An in-service teacher education program is provided at each Demonstration School.
- This program is designed to share methodologies and materials with teachers of Ontario school boards.
- A variety of professional development opportunities are offered to schools, school districts and organizations through practical workshops, education programming support and consulting.
- Programs can vary in length and can be offered at various times during the day.



## SPECIAL EDUCATION STAFF

## Special Education Staff

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Special education programs and services are provided by a wide variety of professional and support staff which may include the following:

### Elementary Panel:

- Classroom Teacher
- Special Education Resource Teacher (SERT)
- Special Education Resource Class Teacher (SERC)
- Special Education Class Teacher (including STEP\* and IDEA\*)
- Designated Early Childhood Educator (DECE)

### Secondary Panel:

- Classroom Teacher
- Academic Resource Department Head (ARDH)
- Special Education Resource Teacher (SERT)
- Special Education Class/Program Teacher:
  - RAISE\* Teacher
  - ASPIRE\* Teacher
  - SOAR\* Teacher
  - Advantage Program Teacher

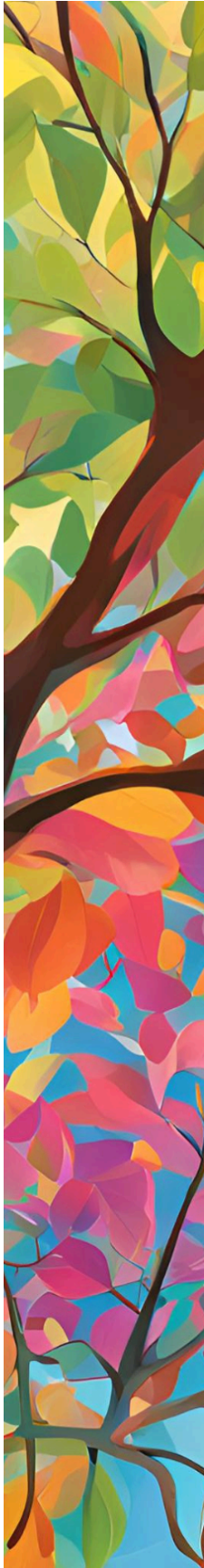
### Elementary and Secondary Panels:

- Administrator
- Coordinator
- Consultant
- Itinerant Teacher
  - Deaf and Hard of Hearing
  - Blind and Low Vision
  - Autism Spectrum Disorder
  - Physical and Medical Needs
  - Assistive Technology
  - Transition
- Transition Navigators (TN)
- Educational Resource Worker (ERW)
- Deafblind Intervenor (ERW)
- Child and Youth Care Practitioner(CYCP)

- Behaviour Analyst (BA)
- Occupational Therapist (OT)
- Speech and Language Pathologist (SLP)
- Social Worker (SW)
- Mental Health Worker
- Psychology Staff

See [Appendix B-3 Special Education Staff](#). Questions regarding special education staffing may be directed to the home school.

\*Classes have been renamed as of the 2024-2025 school year. Please refer to the section, [Special Education Placements Provided by the Board](#) for program descriptions.



# STAFF DEVELOPMENT

## Staff Development

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### **Dufferin-Peel Catholic District School Board's Overall Goal Of The Special Education Staff Development Plan:**

- As aligned to the annual Catholic Board Improvement Learning Cycle (CBILC) goals, the focus is to support key goals to lead students to believe, excel, respect, thrive and trust within our school system.
- Educators participate in professional learning that is designed to enhance inclusive practices, personalize approaches for student achievement, individualize instructional strategies/ assessment practices and mental health and well-being.

### **Staff Input Of Plan:**

- Staff is invited to provide feedback by completing a form that is shared at the end of each professional learning opportunity.
- Feedback is consolidated and monitored by the board team in order to determine further priorities and to differentiate the learning needs of special education staff members.

### **Special Education Advisory Committee (SEAC) Consultation:**

- Staff development updates are provided at SEAC meetings.
- SEAC is consulted to establish budget priorities for special education.

### **Methods of Determining Staff Development Priorities:**

- Priorities for special education staff development are aligned with current Ministry initiatives and DPCDSB's CBILC. Consultation of participant feedback and collaboration with associations further informs staff development initiatives.

### **Types of Professional Development Offered:**

- Professional learning opportunities are offered through multiple avenues such as Board-level workshops, online training, Family of Schools networks, school-based initiatives, and local/regional training and conferences.
- Professional learning opportunities continue to be offered virtually and through self-directed learning modules.

## **Legislation and Ministry Policy On Special Education Training - New to the Role of Special Education PD:**

- Teachers new to the resource role, are invited to participate in family-level special education training.
- Each teacher new to the role of special education receives 2 full days of professional development in the fall.
- Sessions are facilitated by the Family of Schools Special Education Consultants, Board Co-ordinators and Consultants and focus on Ministry Guidelines, board processes, and strategies to support diverse learners.

## **Additional PD Opportunities:**

- All resource teachers continue to be supported through regular Family of Schools based networking opportunities to discuss ministry policy and legislation and board special education processes.
- Additional learning opportunities are provided through system-level initiatives.

## **Board's Budget Allocation For Staff Development:**

- The board allocated approximately \$285,196.00 for staff development, including conferences, workshops, and staff-led professional learning opportunities.

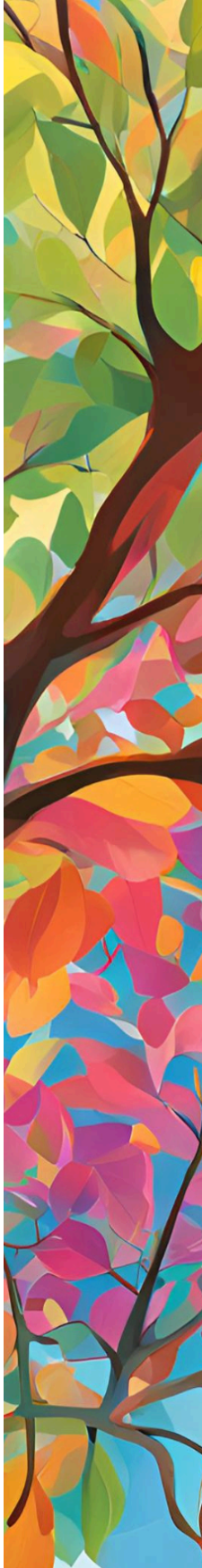
## **Cost-Sharing Arrangements With Other Ministries Or Agencies:**

- Where appropriate, the board enters into agreements to facilitate staff development.
- Several agencies and institutions have partnered with DPCDSB, including the Ministry of Education, the Geneva Centre for Autism, the Ministry of Children and Youth Services, ErinOakKids, and the Ministry of Colleges and Universities.



## **Awareness and Sharing Of Special Education Plan and Professional Development Opportunities With School Board Staff:**

- The Special Education Plan is posted on our board's website as well as on each elementary and secondary school website within DPCDSB. Family of Schools Special Education Consultants are encouraged to direct Special Education teachers to reference the Special Education Plan on the board's central and school-based websites.
- Information regarding upcoming professional development opportunities is relayed through Family of Schools networks and DPCDSB's System Updates to all administrators as well as via direct emails to school administrators.
- Individual invitations to attend professional development opportunities may be extended to teachers who support students with specific learning profiles.



# EQUIPMENT

## Equipment

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The Special Education and Learning Services Department reviews recommendations for equipment from qualified professionals based on the assessment of student needs. These reviews occur on a regular and ongoing basis.

The Specialized Equipment Allocation (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional and documented on the student's Individual Education Plan (IEP). There are two components to SEA funding:

### **Formula Component**

The Dufferin-Peel Catholic District School Board (DPCDSB) receives formula-based funding from the Ministry of Education. The DPCDSB receives a base amount of \$200,000 plus an amount based on the board's average daily enrollment. This component supports the purchase of equipment, training, maintenance and repairs related to that equipment, for students with special education needs. Where appropriate, the equipment ordered is in accordance with current DPCDSB standards.

### **Claims-Based Component**

This component includes expenditures for equipment utilized by students with special education needs where a single item costs \$5,000 or over. When a qualified professional makes a recommendation for equipment that is appropriate for the student and is \$5,000 or over, the Dufferin-Peel Catholic District School Board purchases the equipment and submits a SEA claim to the Ministry of Education, using the SEA Claims-Based Funding.

The parent/guardian is informed of the processes involved in acquiring specialized equipment and their consent is required to submit a claim. This consent should be documented on the Consultation page of the student's IEP.

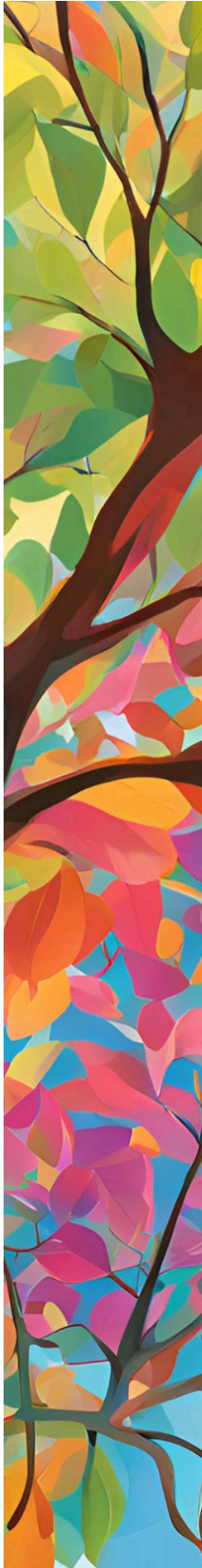
### **Digital Learning Technologies**

Dufferin-Peel Catholic District School Board continues to provide a variety of supports to promote student engagement, well-being and achievement. DPCDSB is committed to ongoing support for board-wide expansion of technology and integration, providing differentiated instruction, assessment and evaluation practices with a focus on

supporting learning and access to curriculum for all within a Universal Design for Learning (UDL) model.

In partnership with our Program and Learning Services department, all Dufferin-Peel schools have access to board-wide software (e.g., Read&Write, OrbitNote) with assistive technology tools that support the literacy learning and well-being of all students. Improved access to technology is aligned with the goals of the Dufferin-Peel Catholic Board Improvement Learning Cycle.

Guidelines for accessing Ministry of Education Specialized Equipment Allocation (SEA) funding for individualized equipment are described in: [Specialized Equipment Allocation \(SEA\), 2024-2025 Directives](#).



# ACCESSIBILITY OF SCHOOL BUILDINGS

## Accessibility of School Buildings

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Dufferin-Peel Catholic District School Board strives to provide support by continually improving access to board facilities and/or programs and services.

The Director of Education has established the Accessibility Planning Working Group (ACCESS Dufferin-Peel) to carry out the Dufferin-Peel Catholic District School Board's commitment to accessibility planning. ACCESS Dufferin-Peel is a working group comprised of board employee groups and education partners who work together to provide accessible facilities and services for those with disabilities in accordance with the Accessibility for Ontarians With Disabilities Act, 2005 (AODA) and the Ontarians with Disabilities Act, 2001 (ODA).

The working group's focus is to improve accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years. ACCESS Dufferin-Peel is authorized to:

- conduct research on barriers to people with disabilities in all facilities, regulations, policies, programs, practices and services offered by the board;
- list facilities, regulations, policies, programs, practices and services that cause or may cause barriers to people with disabilities;
- recommend barriers to be removed or prevented;
- describe how these barriers would be removed or prevented;
- prepare an annual report on these activities, and after its approval by the Board of Trustees, make the plan available to the public.

For more information, contact the Planning Department at 905-890-0709 ext.24220

### **How Members of the Public Can Obtain a Copy of Capital Expenditure Plan**

Please refer to the board website under Planning and Operations for additional information regarding the board's multi-year capital expenditure plan.

[DPCDSB Link to Planning and Operation](#)

## Summary of the Board's Progress To Implement Capital Expenditure Plan

<b>Facility Renewal</b>
<b>Capital Expenditure-Accessibility Improvements</b>

The board receives an allocation for facility renewal projects annually. These funds are intended to keep buildings and grounds up to date, in good working condition, and capable of providing the facilities needed for program delivery. As part of the Facility Renewal, specific programs are established for accessibility improvements for buildings and grounds to accommodate special needs users. For example, barrier-free construction and signage, elevators and stage lifts, and other unique accommodations. In addition, there are elevator and stage lift repair and replacement programs established to upgrade and replace the units that have come to the end of their cycle in order to avoid safety issues and meet the AODA requirements.

# Accessibility and Accommodation Projects

## Site Accessibility Reviews

Accessibility Reviews		Door Operators	Vision Accommodations	RAISE Room renovations	Other
School Name	Year Completed/ (Scheduled)	Year Completed /(Scheduled)			
All Saints CES	2019	2023/(2024)			
Ascension of Our Lord CSS	2022/23	2019	2023	2020	2022-24
Bishop Francis Allen CES	2018				
Canadian Martyrs CES	2018	2018			
Cardinal Ambrozic CSS	2020	2021/22/23/(24)			
Cardinal Leger CSS	2018	2018			
Catholic Education Centre	2019				
Christ The King CES	2018				2023
Corpus Christi CES	2018				2022-24
Divine Mercy CES	2019		2024		
Father C.W. Sullivan CES	2018				
Father Clair Tipping CES	2019				
Father Daniel Zanon CES	2019	2024			
Father Francis McSpiritt CES	2020				
Father Michael Goetz CSS	2019	2018/19/23/24			
Georges Vanier CES	2018				
Good Shepherd CES	2019				
Guardian Angels CES	2019				
Holy Cross CES	2018				
Holy Family CES	2020	2022/23/25			
Holy Name of Mary CSS	2020				
Holy Spirit CES	2020		2018		
Iona CSS	2018	2019	2023		2024
John Cabot CSS	2020	2022/23/24/25			2023/24
Keaton Centre	2020				
Lester B. Pearson CES	2019				
Loyola CSS	2020	2019			2023/24
Mary Fix CES	2018				
Metropolitan Andrei CES	2018				
Notre Dame CSS	2019	2022/23			
Our Lady of Fatima CES	2018				
Our Lady of Good Voyage CES	2018				



Accessibility Reviews		Door Operators	Vision Accommodations	RAISE Room renovations	Other
School Name	Year Completed/ (Scheduled)	Year Completed /(Scheduled)			
Our Lady of Lourdes CES	2020				
Our Lady of Mercy CES	2019				
Our Lady of Mount Carmel CSS	2019	2019/23/24		2018	
Our Lady of Peace CES	2018				
Our Lady of Providence CES	2019				
Pauline Vanier CES	2018				
Philip Pocock CSS	2018	2019/23	2018		2023
Queen of Heaven CES	2019	2022/23/24/25			
Robert F. Hall CSS	2018	2021/22/23/24	2020/22		
Sacred Heart CES	2018	2023/24			
San Lorenzo Ruiz CES	2019				
St. Agnes CES	2019				
St. Aidan CES	2020				
St. Albert of Jerusalem CES	2019				
St. Alfred CES	2019				2024
St. Aloysius Gonzaga CSS	2019	2023/24/25			
St. Alphonsa CES	2020				
St. André Bessette CES	2020	2024			
St. Andrew CES	2019	2018			
St. Angela Merici CES	2019	2019			
St. Anne CES	2018				
St. Augustine CSS	2019	2018/24			2025
St. Barbara CES	2019				
St. Basil CES	2019				
St. Benedict CES	2019				
St. Bernadette CES	2018		2018		
St. Bernard of Clairvaux CES	2020			2018	
St. Bonaventure CES	2020				
St. Brigid CES	2018				
St. Catherine of Siena CES	2019				
St. Cecilia CES	2019		2024		
St. Charles Garnier CES	2018		2018		
St. Christopher CES	2019				
St. Clare CES	2018				2024
St. Cornelius CES	2020				
St. Daniel Comboni CES	2020				
St. David of Wales CES	2018	2022/23/24			

Accessibility Reviews		Door Operators	Vision Accommodations	RAISE Room renovations	Other
School Name	Year Completed/ (Scheduled)	Year Completed /(Scheduled)			
St. Dominic CES	2018				
St. Dunstan					
St. Edith Stein CES	2018				
St. Edmund Campion CSS	2020		2024		
St. Edmund CES	2018				
St. Elizabeth Seton CES	2018				
St. Evan CES	2020				
St. Faustina CES	2019				
St. Francis of Assisi CES	2019	2024			
St. Francis Xavier CES	2020	2018/24			
St. Francis Xavier CSS	2019	2018	2024		
St. Gabriel Adult Learning Centre	2020				
St. Gerard CES	2018	2022/23/24			
St. Giovanni Scalabrini CES	2019				
St. Gregory CES	2019				
St. Helen CES	2022/23	2021/24			
St. Herbert CES	2019	2023/24			
St. Hilary CES	2019				
St. Isaac Jogues CES	2019				
St. Jacinta Marto CES	2020				
St. James Catholic Global Learning Centre	2020				
St. Jean Brebeuf CES	2018				
St. Jerome CES	2018	2022/23	2018		
St. Joachim CES	2018				
St. Joan of Arc CSS	2020	2019			
St. John Bosco CES	2018	2023/24			
St. John Fisher CES	2018				
St. John Henry Newman	2018				
St. John of the Cross CES	2018				
St. John Paul II CES	2018				
St. John the Baptist CES	2019		2024		
St. John XXIII CES	2018	2020/23/24			
St. Joseph CES (Mississauga)	2018				2025
St. Joseph CES (Brampton)	2018	2019			
St. Joseph CSS	2018	2023/24			2024

Accessibility Reviews		Door Operators	Vision Accommodations	RAISE Room renovations	Other
School Name	Year Completed/ (Scheduled)	Year Completed / (Scheduled)			
St. Josephine Bahkita CES	2020				
St. Jude CES	2019				
St. Julia CES	2019				2025
St. Kateri Tekakwitha Catholic Learning Centre	2020				
St. Kevin CES	2018				
St. Leonard CES	2018		2024		
St. Louis CES	2018		2018		
St. Lucy CES	2020				
St. Luke CES	2020				
St. Marcellinus CSS	2020	2018			
St. Margaret of Scotland CES	2018				
St. Marguerite Bourgeoys CES	2018				
St. Marguerite d'Youville CSS	2019	2019/23			
St. Maria Goretti CES	2018				
St. Mark CES	2019				
St. Martin CSS	2019, 2022/23	2018/21/24	2018/22/25	2021/22	2024
St. Mary CES	2018	2020			
St. Matthew CES	2019	2019			
St. Michael CSS	2020				2024
St. Monica CES	2019				
St. Nicholas CES	2020			2018	
St. Oscar Romero - Blessed Trinity Catholic Centre for Learning	2020				
St. Patrick CES	2018				
St. Paul CSS		2022/24			
St. Peter CES	2019				
St. Philip CES	2018				
St. Pio of Pietrelcina CES	2019				
St. Raphael CES	2018				
St. Raymond CES	2019				
St. Richard CES	2018				
St. Rita CES	2020				
St. Roch CSS	2020	2019	2023		
St. Rose of Lima CES	2018	2018			
St. Sebastian CES	2020				
St. Simon Stock CES	2019	2023			

Accessibility Reviews		Door Operators	Vision Accommodations	RAISE Room renovations	Other
School Name	Year Completed/ (Scheduled)	Year Completed /(Scheduled)			
St. Sofia CES	2018				
St. Stephen CES	2019				
St. Teresa of Avila CES	2018				
St. Teresa of Calcutta CES	2019	2018/22/23			2024/25
St. Therese of the Child Jesus CES	2018				
St. Thomas Aquinas CSS	2019				2023/24
St. Thomas More CES	2019	2019			2021
St. Timothy CES	2020				
St. Ursula CES	2019	2018			
St. Valentine CES	2019				
St. Veronica CES	2020				
St. Vincent de Paul CES	2018				
Sts. Martha and Mary CES	2019				
Sts. Peter and Paul CES	2018				
Venerable Michael J. McGivney CES	2019				

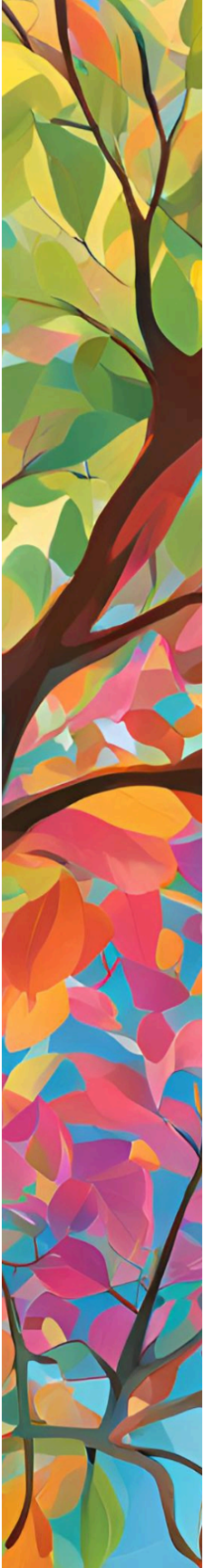
<b>Lifting Devices</b>		
Elevators/Stage Lifts		
<b>School Name</b>	<b>Device</b>	<b>Year Completed/Scheduled</b>
All Saints CES	Stage Lift	2019
Bishop Francis Allen CES	Elevator/Stage Lift	2016
Canadian Martyrs CES	Stage Lift	2023
Corpus Christi CES	Stage Lift	2017
Father C.W. Sullivan CES	Elevator/Stage Lift	2017
George Vanier CES	Elevator/Stage Lift	2020
Holy Cross CES	Stage Lift	2023
Mary Fix CES	Elevator/Stage Lift	2020
Our Lady of Fatima CES	Stage Lift	2018
Our Lady of Good Voyage CES	Stage Lift	2020
Robert F. Hall CSS	Elevator	2017
Sacred Heart CES	Elevator/Stage Lift	2016
St. Alfred CES	Elevator/Stage Lift	2020
St. Basil CES	Elevator/Stage Lift	2020
St. Charles Garnier CES	Stage Lift	2018
St. Christopher CES	Elevator/Stage Lift	2020
St. Clare CES	Elevator/Stage Lift	2016
St. Dominic CES	Stage Lift	2018
St. Gerard CES	Stage Lift	2018
St. Giovanni Scalabrini CES	Stage Lift	2017
St. Helen CES	Stage Lift	2019
St. Hilary CES	Stage Lift	2017
St. Jean Brebeuf CES	Elevator/Stage Lift	2020
St. Jerome CES	Elevator/Stage Lift	2016
St. Joachim CES	Elevator/Stage Lift	2020
St. John Fisher CES	Stage Lift	2018
St. John Henry Newman CES	Stage Lift	2017
St. Joseph CES (Brampton)	Stage Lift	2019
St. Joseph ES (Mississauga)	Stage Lift	2023
St. Louis CES	Elevator/Stage Lift	2020
St. Mary CES	Elevator/Stage Lift	2017
St. Patrick CES	Stage Lift	2019
St. Peter CES	Stage Lift	2019

## Lifting Devices Continued

School Name	Device	Year Completed/Scheduled
St. Raphael CES	Elevator/Stage Lift	2015
St. Rose of Lima CES	Elevator	2023
St. Stephen CES	Stage Lift	2019
St. Teresa of Avila CES	Stage Lift	2019
St. Teresa of Calcutta CES	Stage Lift	2017
St. Thomas More CES	Elevator/Stage Lift	2020
St. Vincent de Paul CES	Elevator/Stage Lift	2016
Sts. Peter and Paul CES	Stage Lift	2020

## Exterior Doors

Exterior Doors		
School Name	Work	Year Completed/Scheduled
Ascension of Our Lord CSS	Replace Exterior Doors for Barrier Free Compliance	2023
Corpus Christi CES	Replace Exterior Doors for Barrier Free Compliance	2023
Father C.W. Sullivan CES	Door Operators and Accessibility Buttons Main Doors	2024
St. Agnes CES	Replace Exterior Doors for Barrier Free Compliance	2020
St. Andrew CES	Replace Exterior Doors for Barrier Free Compliance	2020
St. Benedict CES	Replace Exterior Doors for Barrier Free Compliance	2020
St. John Bosco CES	Replace Exterior Doors for Barrier Free Compliance	2020
St. Maria Goretti CES	Door Operators and Accessibility Buttons Main Doors	2024
St. Stephen CES	Replace Exterior Doors for Barrier Free Compliance	2020
St. Thomas More CES	Replace Exterior Doors for Barrier Free Compliance	2020
St. Vincent de Paul CES	Door Operators and Accessibility Buttons Main Doors	2024



# TRANSPORTATION



## Transportation

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Special Education Transportation requests are submitted to the Family of Schools Supervisory Officer and reviewed annually. Generally, students are assigned to central pick-up locations in the vicinity of their homes. Occasionally, students are provided with door-to-door service.

A Special Education Transportation request may be made if a student meets the following criteria:

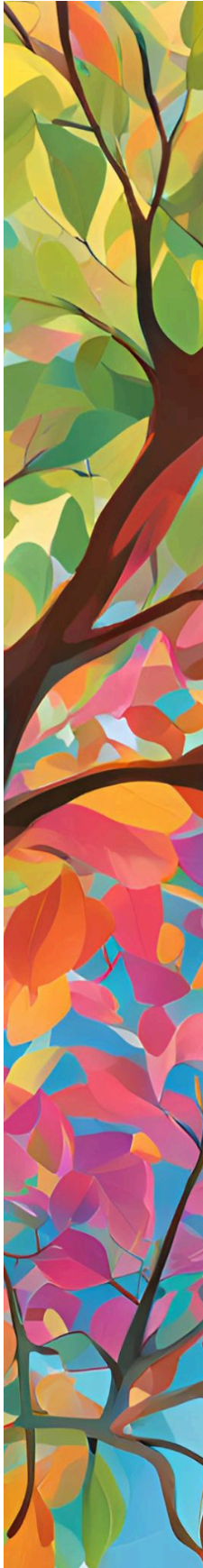
- has a physical disability that prevents him/her from boarding a bus and walking to his/her seat;
- attends a contained special education program outside his/her school attendance area;
- has been identified by the school board's Special Education and Learning Services Department as requiring Special Education transportation;
- attends educational programs in care and/or treatment, custody, and correctional facilities;
- attends a Provincial School or Demonstration School;
- has a medical condition requiring special transportation, which is supported by a doctor's note.

Special Education Transportation requests are submitted on an annual basis and must be reviewed.

Generally, Special Education Transportation bus routes are operated with smaller type vehicles that have been adapted in order to provide the safest possible environment for everyone on the bus. These modifications may include such things as wheelchair lifts and safety vests. All bus drivers are specially trained to operate these vehicles and transport students with special education needs. Drivers have also received [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) customer service training and have completed criminal record and vulnerable sector checks.

Special Education Transportation requests for students residing within Peel Region will be handled by the Student Transportation of Peel Region ([STOPR](#)) Consortium. Additional information regarding transportation procedures can be found on their website at: [Student Transportation of Peel Region](#) or call Monday through Friday (8:00 to 3:00) (905) 890-6000 or toll-free 1-800-668-1140.

For students residing within the County of Dufferin, Special Education Transportation requests will be handled by the Service de Transport de Wellington-Dufferin Student Transportation Services Consortium ([STWDSTS](#)). Additional information regarding transportation procedures can be found on their website at [Wellington-Dufferin Student Transportation Services](#) or call (519) 824-4119 or toll-free 1-888-292-2224.



# THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE

# The Board’s Special Education Advisory Committee

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Dufferin-Peel Catholic District School Board would like to thank the members of the Special Education Advisory Committee for their commitment and dedication to supporting inclusive programs for all students within the school board.

## Membership and Directory

According to The Education Act of Ontario ([Regulation 464/97](#)), every school board is required to have a Special Education Advisory Committee (SEAC). This committee is made up of volunteer representatives from local associations who work to further the interests and well-being of one or more groups of students with special education needs. To learn more about the roles and responsibilities of the group, please visit the website, [Special Education Advisory Committees](#).

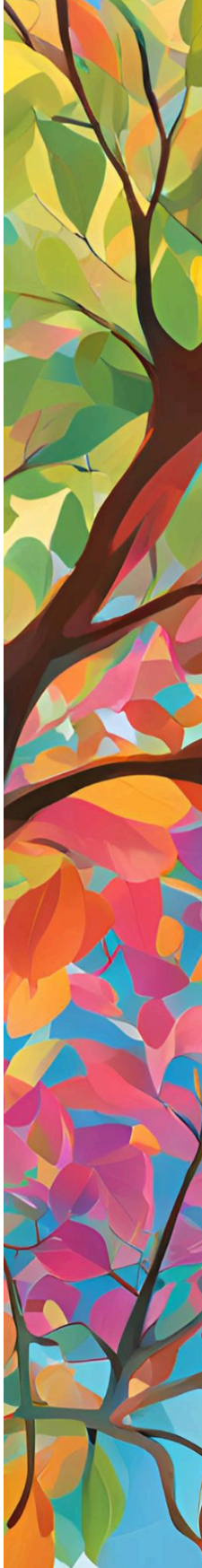
Additionally, a trustee or alternate representative is a member of SEAC. The individual trustee responsible for this committee representation may rotate yearly. For details on the role of the trustee on SEAC, please contact the local [school board trustee](#).

Membership in the Dufferin-Peel Special Education Advisory Committee includes representation from the following local associations:

	<p><b>Association for Bright Children (ABC) Peel Chapter</b></p> <p>Member: Myra Del Rosario</p> <p><a href="mailto:mydelrosario@rogers.com">mydelrosario@rogers.com</a> or <a href="mailto:bcyr@abcpeel.org">bcyr@abcpeel.org</a></p>
	<p><b>Autism Ontario (Peel Chapter)</b></p> <p>Member: Janice Hatton</p> <p>ALT Member: Airene Cunanan</p> <p><a href="https://www.autismontario.com/form/autism-ontario-seac-contact-form">https://www.autismontario.com/form/autism-ontario-seac-contact-form</a></p>

 <p>Brampton Caledon <b>COMMUNITY LIVING</b> <b>INTÉGRATION</b> <b>COMMUNAUTAIRE</b> Brampton Caledon</p>	<p><b>Brampton Caledon Community Living</b></p> <p>Member: Dely Farrace</p> <p><a href="mailto:seac.dpcdsb@bramptoncaledoncl.ca">seac.dpcdsb@bramptoncaledoncl.ca</a></p>
 <p><i>Community Living</i> MISSISSAUGA</p>	<p><b>Community Living Mississauga</b></p> <p>Member: Christine Koczmar</p> <p><a href="mailto:koczmarac@gmail.com">koczmarac@gmail.com</a> or <a href="mailto:theresac@clmiss.ca">theresac@clmiss.ca</a></p>
	<p><b>Central Committee for Catholic School Councils</b></p> <p>Member: Sheena Tennessee</p> <p><a href="mailto:Sheena.Tennessee@gmail.com">Sheena.Tennessee@gmail.com</a></p>
 <p>DOWN SYNDROME <b>DSAP</b> ASSOCIATION OF PEEL <i>a caring network</i></p>	<p><b>Down Syndrome Association of Peel: A Caring Network</b></p> <p>Member: Eva Akinsara</p> <p>ALT Member: Shanna Walsh</p> <p><a href="mailto:Eva.Akinsara@gmail.com">Eva.Akinsara@gmail.com</a></p>
 <p><b>Easter Seals</b><sup>TM</sup> Ontario</p> <p>   ● ● } <b>20</b> <b>YEARS</b> } <b>22</b></p> <p>Helping Kids with Physical Disabilities Succeed</p>	<p><b>Easter Seals Ontario</b></p> <p>Member: TBD</p>

	<p><b>Epilepsy South Central Ontario</b></p> <p>Member: Caroline Huxtable</p> <p><a href="mailto:caroline.gibson@rogers.com">caroline.gibson@rogers.com</a></p>
 <p><b>Idapr • Learning Disabilities Association of Peel Region</b></p> <p><i>The right to learn, the power to achieve</i></p>	<p><b>Learning Disabilities Association of Peel Region</b></p> <p>Member: Lisa Papaloni</p> <p><a href="mailto:lisa.papaloni@gmail.com">lisa.papaloni@gmail.com</a></p>
 <p>O.A.F.C.C.D.</p>	<p><b>Ontario Association for Families of Children with Communication Disorders</b></p> <p><i>This association dissolved in December 2024</i></p>
	<p><b>Voice for Deaf and Hard of Hearing Children</b></p> <p>Member: TBD</p> <p><a href="mailto:admin@voicefordeafkids.com">admin@voicefordeafkids.com</a></p>



# COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

# Coordination of Services with Other Ministries or Agencies

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## Specialty Preschool Programs

Dufferin-Peel Catholic District School Board (DPCDSB) has connections to several specialized Preschool Programs. Board staff support families and children who are receiving support from one of the specialized programs listed below as they transition into school.

## Preschool Programs for Students Who Are Deaf or Blind

Since 1998, DPCDSB has offered a preschool program for children who are deaf or hard of hearing which has been recognized by the Ministry of Education and the Ontario College of Teachers as innovative and exemplary practice. In addition, DPCDSB also maintains connections to the Infant Hearing Program and the Blind Low Vision Early Intervention Program.

## Preschool Speech and Language Programs

During the entry planning process, families are encouraged to share any relevant assessment(s) or information with the school. For children who have accessed preschool speech and language supports, this information can be shared with the school during the transition planning process as appropriate. Children arrive at school with different backgrounds and experiences and at different stages of development. It is important to plan early to ensure as smooth a transition as possible. Whether the child is coming from home or has been in child-care, a successful transition depends on the ability of all those involved to communicate effectively and to share information about the child or young person.

DPCDSB participates in a variety of collaborations that support a smooth transition for students with special education needs who are entering or leaving a school. DPCDSB is an inclusive Catholic District School Board and promotes regular classroom placements as the first placement option as students enter school.



The board has a collaborative relationships protocol for services offered in schools to students by outside agencies. Additional information regarding collaborative relationships can be found on the Special Education Section of the website or can be accessed via this link: [Collaborative Relationships](#).

There is a Family of Schools Special Education Consultant available to support any student who is transitioning into school or leaving a school for another board or specialized program such as the Care and Treatment programs. Based on the student's need, the Family of Schools Special Education Consultant may schedule a case conference to share information collected through the entry transition planning process. Outside agencies are invited to the case conference as appropriate.

## Preschool Programs

Information regarding the entry process for students with special education needs is available through a variety of avenues, including:

- through the home school
- through community agencies
- through the board's annual information session, "*Entry and Transition Planning For Students with Differing Abilities*" which is held in January of each year

Additional information can be found on the [Register For School](#) page of the board website.

## Support for Students with Autism

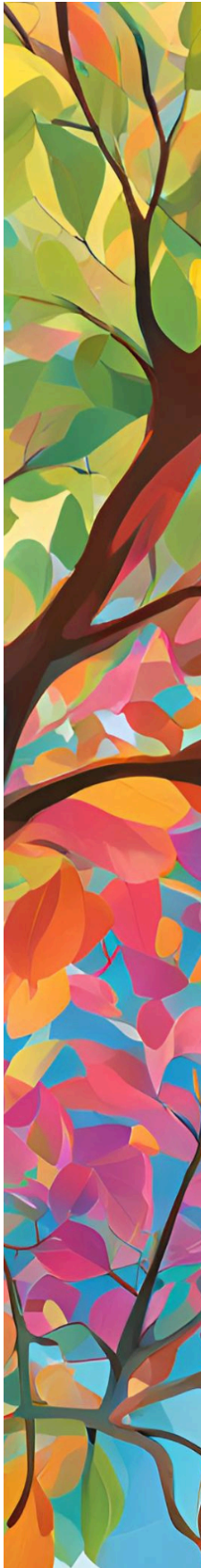
DPCDSB maintains a relationship with [ErinoakKids](#). For students who have accessed support through ErinoakKids, this information can be shared with the school during the transition planning process as appropriate.

## Entry to School Program

The Entry to School Program is available to eligible children who are registered in the Ontario Autism Program ("OAP") and starting Kindergarten or Grade 1 for the first time at one of the DPCDSB's schools.

Objectives include:

- to support young children on the autism spectrum to successfully transition to school.
- to facilitate children's skill development in school readiness skills across six key domains (i.e., communication, play, social interactions, functional routines, behavioural self-management, and pre-academics, learning and attention) to support their transition to kindergarten.

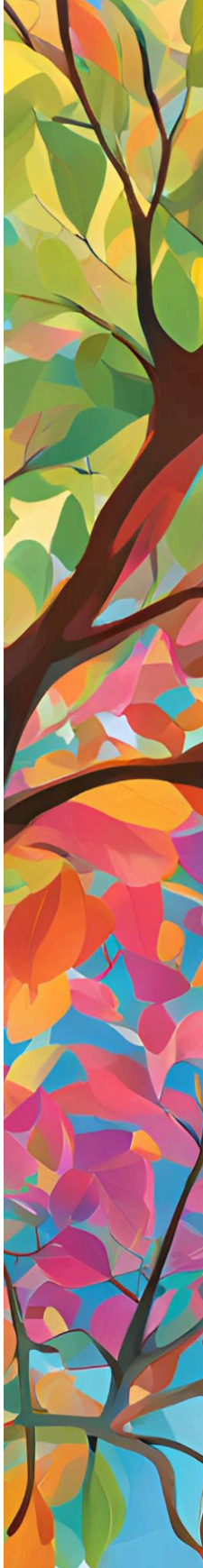


# SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

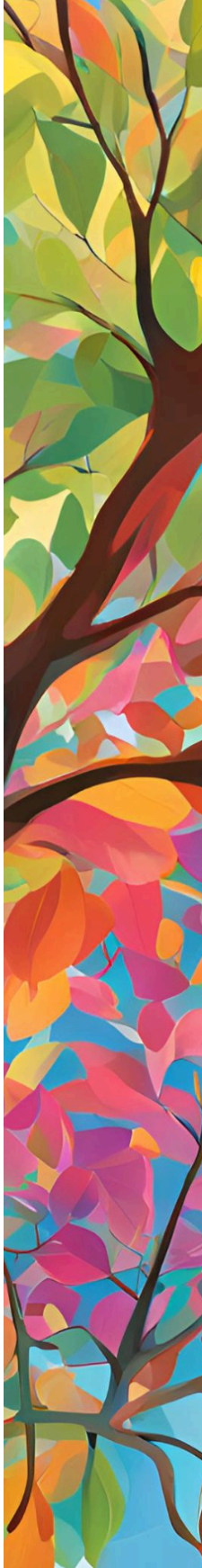
## Submission and Availability of School Board Plans

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The Dufferin-Peel District School Board's Special Education Plan is available in PDF format on the [board's website](#). The plan is communicated to the public through a variety of system communication sources including: professional development sessions, parent reaching out events and messaging through the Family of Schools Special Education Consultants. The Special Education Plan is also accessible on all DPCDSB school-based websites.



# SPECIAL EDUCATION PLAN APPENDICES



## **B-1: SPECIALIZED HEALTH SUPPORT SERVICES**

## APPENDIX B-1: Specialized Health Support Services

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Ontario Health atHome - School Health and Support Services contracted nurse	Application is made to Ontario Health atHome through Principal and the In-School Team Meeting process	Ontario Health atHome Care Coordinator	Agency Process	Refer to the appeal process posted on the Ontario Health atHome Mississauga Halton website and the Central West area (Brampton, Caledon, Dufferin) website found in the feedback section
Occupational Therapy	ErinoakKids	Application is made to ErinoakKids through Principal and the In-School Team Meeting process	ErinoakKids School-Based Rehabilitation Services Coordinator	Agency Process	ErinoakKids feedback process posted on the ErinoakKids website
Physiotherapy	ErinoakKids	Application is made to ErinoakKids through Principal and the In-School Team Meeting process	ErinoakKids School-Based Rehabilitation Services Coordinator	Agency Process	Refer to the appeal process posted on the ErinoakKids website

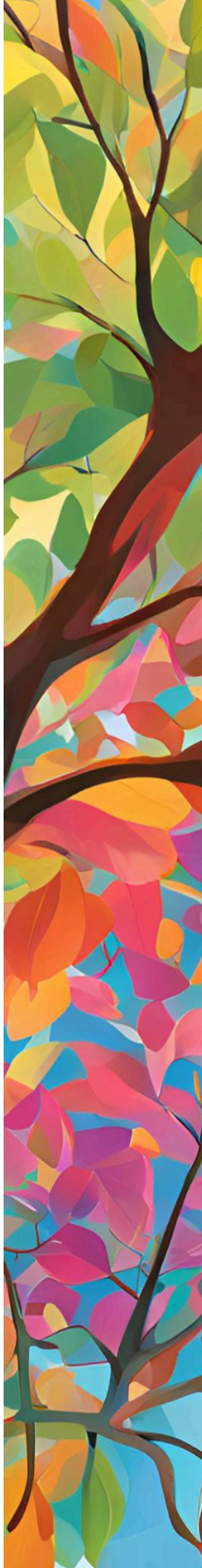
Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Speech Therapy	ErinoakKids School- Based Rehabilitation Services	Based on assessed student need as per School Based Rehab Services and DPCDSB practice	Assessment by the school SLP  Eligibility determined by ErinoakKids School-Based Rehabilitation Services Coordinator	Agency Process	Refer to the appeal process posted on the ErinoakKids website
Speech and Language Services	DPCDSB staff	Eligibility for receiving service is based on assessed student needs as per DPCDSB practice	Through Principal and the school team, including the SLP, in consultation with the family	Through Principal and the school team, including the SLP, in consultation with the family	Through Principal and the school team, including the SLP, in consultation with the family
Administration of prescribed medications	Designated DPCDSB staff, as specified in the DPCDSB General Administrative Procedures	Refer to the DPCDSB General Administrative Procedures	Refer to the DPCDSB General Administrative Procedures	Refer to the DPCDSB General Administrative Procedures	Refer to the DPCDSB General Administrative Procedures



Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Catheterization	Ontario Health atHome - School Health Support Services contracted nurse	Through the Principal and school team, an application to Ontario Health atHome is completed on behalf of a student who requires services	Ontario Health atHome Care Coordinator	On a needs basis at the direction of a doctor and in consultation with the family, Principal and school team	Refer to the appeal process posted on the Ontario Health atHome Mississauga and Halton website and the Central West (Brampton, Caledon, Dufferin) website found in the feedback section
Suctioning	Ontario Health atHome - School Health Support Services contracted nurse	Through the Principal and school team, an application to Ontario Health atHome is completed on behalf of a student who requires services	Ontario Health atHome Care Coordinator	On a needs basis at the direction of a doctor and in consultation with the family, Principal and school team	Refer to the appeal process posted on Ontario Health atHome Mississauga and Halton websites in the feedback section

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Lifting and positioning	Student, Designated school staff	Eligibility for receiving service is based on assessed student needs with a goal of working toward the greatest independence possible	In-School Team	Service is no longer required if/when a student acquires a level of independence where gradual release of responsibility is possible	Through the Principal and school team in consultation with parent/ guardian
Assistance with mobility	Student, Designated school staff	Eligibility for receiving service is based on assessed student need with a goal of working toward the greatest independence possible	In-School Team	Service is no longer required if/when a student acquires a level of independence where gradual release of responsibility is possible	Through the Principal and school team in consultation with parent/ guardian

Specialized Health Support Service	Agency or position of person who performs the service	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Feeding	Student, Designated school staff	Eligibility for receiving service is based on assessed student need with a goal of working toward the greatest independence possible	In-School Team	Service is no longer required if/when a student acquires a level of independence where gradual release of responsibility is possible	Through the Principal and school team in consultation with parent/guardian
Toileting	Student, Designated school staff	Eligibility for receiving service is based on assessed student need with a goal of working toward the greatest independence possible	In-School Team	Service is no longer required if/when a student acquires a level of independence where gradual release of responsibility is possible	Through the Principal and school team in consultation with parent/guardian



## **B-2: INDIVIDUAL EDUCATION PLAN EXAMPLE**

# APPENDIX B-2: Individual Education Plan Example



**IEP**

**Individual Education Plan**

(Working Copy) Printed:

The Dufferin-Peel Catholic District School Board Community receives and shares the gifts of all learners. Through the process of Individual Education Planning and in parent and staff partnership, students with special learning needs are supported by programs and services that reflect a comprehensive commitment to each student's faith formation and academic success. ....*"For surely I know the plans I have for you, says the Lord, plans for your welfare and not for harm, to give you a future with hope."* ....*Jeremiah 29:11*

<b>Name</b>	<b>Gender</b>
<b>School</b>	<b>DOB</b>
<b>Student OEN</b>	<b>Principal</b>
<b>Grade</b>	<b>YEAR</b>
<b>Last IPRC Date</b>	<b>SEA Equipment</b>
<b>Exceptionality</b>	<b>Placement Start Date</b>
	<b>Date Annual Review Waived</b>
<b>Placement</b>	<b>Program/Class Type</b>
<b>Reasons for Developing an IEP</b>	<b>IEP Development Team</b>
	<b>Staff Member</b> <b>Service Delivery Personnel</b>
<b>Health Support</b>	<b>Sources Consulted in the Development of the IEP</b>
<b>Personal Equipment</b>	<b>SEA Equipment</b>
<b>Educational Assessments</b>	
<b>Type</b>	<b>Date</b> <b>Summary of Results</b>
<b>Clinical Assessments</b>	
<b>Type</b>	<b>Date</b> <b>Summary of Results</b>
<b>Assessed Strengths</b>	<b>Assessed Needs</b>



**Individual Education Plan**

**IEP**

(Working Copy) Printed:

Subject / Courses or Alternative Program						
AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods						
MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations						
ALT (Alternative Program) - areas of learning other than the Ontario Curriculum						
<b>Term/Semester 1</b>						
	<input type="checkbox"/>	AC/MOD/ALT		<input type="checkbox"/>		AC/MOD/ALT
	<input type="checkbox"/>	AC/MOD/ALT		<input type="checkbox"/>		AC/MOD/ALT
<b>Term/Semester 2</b>						
	<input type="checkbox"/>	AC/MOD/ALT		<input type="checkbox"/>		AC/MOD/ALT
	<input type="checkbox"/>	AC/MOD/ALT		<input type="checkbox"/>		AC/MOD/ALT
	<input type="checkbox"/>	AC/MOD/ALT		<input type="checkbox"/>		AC/MOD/ALT
Current Program Support and Services						
Type	Service Delivery Personnel	Start Date	Intensity	Frequency	Location	Duration
Elementary Program Exemptions / Secondary Compulsory Course Substitutions						
Subject/Course	Substitution	Reasons				
Provincial Assessments						
Permitted Accommodations (As Part Of Regular Classroom Practice)	Exemptions					
Accommodations						
<b>Exceptionality :</b>						
<b>Purpose</b>	Adapt the program for the student - Reflect what is different from what is normally provided for other students in the class - Do not alter the provincial learning expectations - are assumed to be common to all subjects, courses, skill areas unless otherwise indicated					



**Individual Education Plan**

**IEP**

(Working Copy) Printed:

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
IEP Completion And Reporting		
Date of IEP completion	Reporting Dates	
Reporting Format		
This IEP also includes (check if applicable)		
<input type="checkbox"/> Annual program goals and learning expectations for modified subjects / courses or alternative program.	<input type="checkbox"/> A transition plan	



**Individual Education Plan**

(Working Copy) Printed:

**IEP**

: Modified Learning Expectations		
Term / Semester 1		
Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.		
<b>Baseline Level Of Achievement:</b> Ontario Curriculum Subject Prerequisite course (Secondary) Letter Grade / Mark Curriculum Level Grade/Mark Based On <input type="checkbox"/> Modified Curriculum	<b>Baseline Level Of Achievement for Modified Program:</b>	
Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.		
Learning Expectations	Teaching Strategies	Assessment Methods
: Modified Learning Expectations		
Term / Semester 2		
Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.		
<b>Baseline Level Of Achievement:</b> Ontario Curriculum Subject Prerequisite course (Secondary) Letter Grade / Mark Curriculum Level Grade/Mark Based On <input type="checkbox"/> Modified Curriculum	<b>Baseline Level Of Achievement for Modified Program:</b>	
Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.		
Learning Expectations	Teaching Strategies	Assessment Methods







**Individual Education Plan**

**IEP**

(Working Copy) Printed:

**Transition Plan**

-Transition plan in support of the Ontario School Graduate Expectations for an Identified exceptional student with an IEP as required by Regulation 181/98 and PPM 156.  
-Transition plan in support of the Ontario Catholic School Graduate Expectations for a student with an Autism Spectrum Disorder as required by PPM 140.

**GOAL(s):**

Action	Person Responsible	Time Line



**Individual Education Plan**

**IEP**

(Working Copy) Printed:

**Record of Parent / Student / Staff Consultations and IEP Updating**

Note: Consultation regarding significant changes to the IEP must occur prior to their implementation. Such changes include the level of learning expectations, frequency and/or intensity of support, degree of accommodations and the addition/deletion of assessed needs.

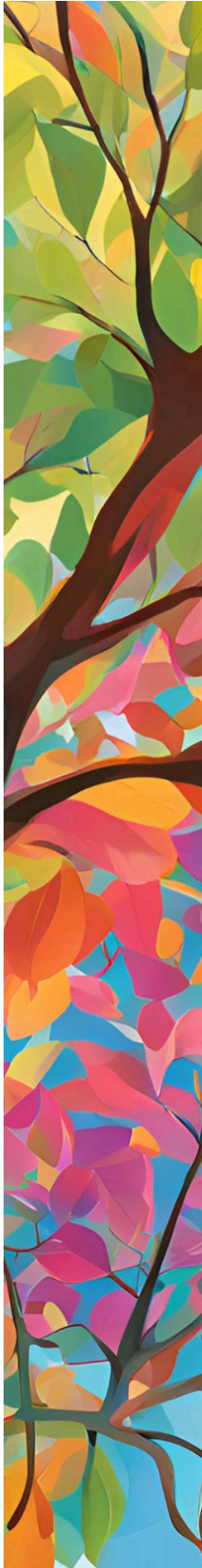
Date	Activity (Indicate parent/student consultation or staff review)	Consultation With	Outcome

The principal has the legal requirement to implement and monitor the IEP.  
The plan has been developed according to the Ministry standards and addresses the student's strengths and needs. The learning expectations will be reviewed and student progress monitored at least once every reporting period.

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date





## **B-3: SPECIAL EDUCATION STAFF**

## APPENDIX B-3: Special Education Staff

### Elementary Panel

Special Education Staff	FTEs	Staff Qualification
<b>Teachers of Exceptional Students</b>		
Teachers for resource-withdrawal programs	183.0	Ontario Teacher Certificate (OTC), Special Education Part 1, divisional qualifications for level
Teachers for self-contained classes	111.0	OTC, Special Education Part 1, divisional qualifications for level
Other Special Education Teachers	0.0	OTC, Special Education Part 1, divisional qualifications for level
Itinerant teachers	34.0	OTC, Special Education Part 1, divisional qualifications for level
Coordinators	2.0	OTC, Special Education Specialist, divisional qualifications for level
Consultants	10.0	OTC, Special Education Specialist, divisional qualifications for level
<b>Subtotal</b>	<b>342.0</b>	

### Secondary Panel

Special Education Staff	FTEs	Staff Qualification
<b>Teachers of Exceptional Students</b>		
Teachers for resource-withdrawal programs	67.3	OTC, Special Education Part 1, divisional qualifications for level
Teachers for self-contained classes	110.15	OTC, Special Education Part 1, divisional qualifications for level
Itinerant teachers	4.0	OTC, Special Education Part 1, divisional qualifications for level
Transition Navigators	2.0	OTC, Special Education Part 1, divisional qualifications for level
Coordinators	1.0	OTC, Special Education Specialist, divisional qualifications for level
Consultants	2.0	OTC, Special Education Specialist, divisional qualifications for level
<b>Subtotal</b>	<b>186.45</b>	

Special Education Staff	FTEs	Staff Qualifications
<b>Educational Assistants in Special Education</b>		
Educational Resource Workers	644.5	Diploma in Early Childhood Education, Educational Assistant, or equivalent as deemed by the employer
<b>Other Professional Resource Staff</b>		
Communication Disorders Assistant	1.0	Undergraduate degree plus (12) month post graduate CDA diploma from a recognized community
Psychologists	33.6	Registration as a Psychologist/Psychological Associate with the College of Psychologists of Ontario; Masters or Ph. D.
Psychiatrists	Consulting	Registration with the College of Physicians and Surgeons of Ontario (CPSO), Royal College Certified (FRCPC)
Speech-Language Pathologists	38.1	Masters Degree. Registration with the College of Audiologist and Speech-Language of Ontario
Social Workers	39.5	Masters Degree in Social Work
Child and Youth Workers	114.5	Minimum Community College Diploma in Child and Youth Work, Minimum of (3) years of Child and Youth Work practice experience following graduation, Minimum of (2) years Child and Youth Work practice experience or related experience following graduation if experience has been within an educational system

<b>Other Professional Resource Staff (continued)</b>		
Behaviour Analysts	7.0	Masters Degree in Psychology, Education, Speech-Language, Applied Behaviour Analysis or another related area of study from an accredited institution. Certification with the Behaviour Analyst Certification Board
Occupational Therapist	3.0	Masters of Science in Occupational Therapy with the College of Occupational Therapy of Ontario
Intervenors (for deafblind students)	3.0	Diploma in Early Childhood, Educational Assistant, or equivalent as deemed by the employer
Mental Health Workers	12.5	Masters Degree or Doctoral Degree in Social Work, Psychology or Psychotherapy
<b>Subtotal</b>	<b>896.7</b>	





## **B-4: MINISTRY OF EDUCATION REGIONAL OFFICES**

## APPENDIX B-4: Ministry of Education Regional Offices

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### Ministry of Education

Toronto

315 Front Street West, 14<sup>th</sup> Floor, Toronto ON M7A 0B8



Tel: (416) 325-2929; 1-800-387-5514

**TTY (for the hearing impaired)** 1-800-268-7095

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### Central Region Office

Barrie

Unit 9, 20 Bell Farm Road, Barrie, ON L4M 6E4



Tel: (705) 725-7627; 1-800-471-0713

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### West Region Office

London

Suite 207, 217 York Street, London, ON N6A 5P9



Tel: (519) 667-1440; 1-800-265-4221

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### East Region Office

Ottawa

1570 Walkley Road, Ottawa, ON K1V 6P5



Tel: (613) 225-9210; 1-800-267-1067

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### Northeast Region Offices

Sudbury

159 Cedar Street, 7th Floor, Sudbury, ON P3E 6A5



Tel: (705) 474-7210; 1-800-461-9570

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### North Bay

447 McKeown Avenue, Suite 211, North Bay, ON P1B 9S9



Tel: (705) 474-7210; 1-800-461-9570

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### Northwest Region

#### Thunderbay

1<sup>st</sup> Floor, 615 South James Street, Thunder Bay, ON P7E 6P6



Tel: (807) 474-2980; 1-800-465-5020 (only available for area code 807)

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### Toronto region

#### Etobicoke

8<sup>th</sup> Floor, Suite 800 West Tower, 3300 Bloor Street West, ON M8X 2X2



Tel: (416) 212-0954; 1-800-268-5755

Additional information can be reviewed on the [Ministry of Education's Regional Offices webpage](#).